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Abstract

A survey collating information on educational research in member states was carried out by questionnaire; this volume contains the replies from Austria, Finland, the Federal Republic of Germany, Ireland, Malta, the Netherlands, and Turkey. The report from each country is divided into two parts: (1) Governmental Activities, and (2) Activities of Educational Research Institutes. The sections on governmental activities describe the work and financing of agencies concerned with educational research, and means used for coordinating and disseminating information. The second section gives details of the history, organization and staffing, and program of each educational research institute surveyed. In most cases the names of the researchers and titles of major research projects completed or in progress between 1966 and 1968 are given, in some cases the project descriptions include the starting date and date of completion, purposes and procedures, and results, conclusions and implications. Research described is related to various levels of education and to different subject areas. (EB)

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EDUCATIONAL RESEARCH

EUROPEAN SURVEY 1968

Volume III

AUSTRIA
FINLAND
FEDERAL REPUBLIC OF GERMANY
IRELAND
MALTA
NETHERLANDS
TURKEY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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1969

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INTRODUCTION

The Fourth Conference of European Ministers of Education, which was held from 14th to 16th April 1964 in London, passed a resolution that asked the Secretariat of the Council of Europe to collate and distribute regular information on educational research in member States.

Following up this resolution, the Secretariat now presents the first European Survey on Educational Research for information to the Sixth Conference of European Ministers of Education, which takes place from 20th to 22nd May 1969 at Versailles.

The Survey was carried out on the basis of a questionnaire drafted by the Secretariat and revised, firstly by the group on educational documentation in December 1967, and secondly by an ad hoc group of experts on educational research in May 1968. Replies were received from 17 member States of the Council for Cultural Co-operation and from Finland. The Survey is presented in three volumes, the first containing replies from :

Denmark, Norway, Sweden and the United Kingdom ;

the second, replies from :

Belgium, Spain, France, Italy, Luxembourg,
the Holy See and Switzerland ;

and the third volume, replies from :

Austria, Finland, the Federal Republic of Germany,
Ireland, the Netherlands, Malta and Turkey.

Volumes I and III are in English, Volume II in French, the replies having been printed in the language in which they were received. The Secretariat followed the advice of the ad hoc group of experts and did not undertake the translation of the replies received into the other official language. In this highly technical field an adequate translation would have required either specialised staff in the Secretariat or considerable financial means to commission a translation. It is hoped that, if further surveys are carried out, a solution to this problem can be found.

In accordance with the questionnaire, the replies, as a rule, comprise Part I dealing with governmental activities in this field, and Part II on activities of educational research institutes, giving details of the history, organisation and programme of the institutes concerned and their major research projects reported in 1966-1968, and in progress at present. Member Governments were asked to answer Part I of the questionnaire themselves and to send Part II to those institutes which they would select for participation in the Survey. The replies to Part II, therefore, are primarily the responsibility of the individual institutes.

The Secretariat, in submitting the Survey, would like to add some remarks and comments. In order to achieve a certain comparability between the various contributions, it had to do a great deal of technical re-editing in a very short time. Any misinterpretations that may have arisen fall under the Secretariat's responsibility and will, it is hoped, be met with indulgence.

An index volume, by subject and by author, is being prepared to facilitate the use of the Survey.

The Conference of European Ministers of Education, when asking for information on educational research, wanted it to be limited to major projects of general, i.e. European, interest. The replies, which vary greatly in length and even in concept, tend as a rule to be comprehensive, whether or not they include university research. The selection criteria for determining what is a major project of European interest have obviously still to be defined. This will be one of the tasks that the group for educational research, meeting for the first time in 1969, might wish to undertake. However, without the detailed survey of what is going on in educational research in Europe, now available for the first time, these criteria could not be discussed in substance.

The replies reveal discrepancies in the resources devoted to and in the objectives pursued in educational research. Differences in budget, size of population and availability of researchers are not the only factors giving rise to such discrepancies. If educational innovation is becoming more and more dependent on educational research, then there is obviously a growing need for international co-operation between Governments, groups of educational researchers and national research institutes to ensure an evenly progressing development of European education in the future. This is another task to which the group for educational research might usefully devote itself.

Niels Borch-Jacobsen
Director of Education and of
Cultural and Scientific Affairs

Strasbourg
February 1969

AUSTRIA

PART I

GOVERNMENTAL ACTIVITIES

I. AGENCIES

The following official, semi-official or independent institutions (the listing, however, having no claim to being complete) concern themselves with educational research in one form or another :

(1) The Federal Ministry of Education, in particular its
- " Wissenschaftliche Abteilung " (Department of Planning and Research)
- " Präsidialreferat für frauliche Belange " (Presidential Section for Women's Affairs)
- " Pädagogisch-Psychologische Forschungsstelle des Bundes " (Federal Pedagogical-Psychological Research Centre)

(2) " Österreichische Akademie der Wissenschaften ", Kommission für Geschichte der Erziehung und des Unterrichts (Austrian Academy of Arts and Sciences, Commission for History of Education)

(3) The University Institutes of Education

(4) The " Pädagogische Institute " (Institutes of Education) in the Federal provinces, including the Institute of Education of the Municipality of Vienna, and the Federal Institute of Vocational Education, Vienna

(5) Other (semi-official or independent) institutions.

II. CO-ORDINATION

The co-ordination of educational research is in the hands of the *Federal Ministry of Education,* due consideration being paid to the principle of freedom of science and its teaching at the institutions of higher learning.

In the field of research concerning the history of education certain co-ordinating functions are exercised by the Commission for History of Education of the " *Österreichische Akademie der Wissenschaften* " (Austrian Academy of Arts and Sciences).

Furthermore, direct contact is maintained between the individual *institutes of education,* whose principals from time to time also deal with the co-ordination of research activities.

In addition the " *Institut für Bildungs- und Beratungsforschung* " (Institute for Educational and Technical Assistance Research) also serves to stimulate educational research in Austria, in particular at the scientific institutions of higher learning. The Institute, founded in March 1967 in the course of the re-organisation of the " Institut für qualitative Sozialpolitik " (Institute for Qualitative Social Policy) which was established in 1956, owes its existence above all to the endeavour of promoting educational research. The Institute is an independent institution. It maintains close contacts with the relevant domestic and foreign university institutes and other research institutions. The advisory board includes chair-holders of all Austrian institutions of higher learning. In his preface to a publication of the Institute, Dr. Theodor PIFFL-PERCEVIC, the Federal Minister of Education, states inter alia :

> " The Department of Planning and Research of the Austrian Federal Ministry of Education deals with applied or administration-orientated research in the field of education. The Institute for Educational and Technical Assistance Research sees its task in the promotion of fundamental research in this field (...) A close co-operation between these sectors is being prepared. Through the planned foundation of a separate institution of higher learning in Klagenfurt, centred on educational sciences, it will be possible to realise this valuable task of the institute to a larger extent, also on academic grounds, and this system will constitute the Austrian contribution to an all-European educational research policy. "

III. FINANCE

Basically, the financing of research is the duty of the body that maintains the respective institution.

For this reason, the *Federal government*, which maintains the institutions of higher learning 100 per cent, and covers over 60 per cent of the cost of training teachers and educational assistants, also carries the main financial burden for educational research. Thus, the educational budget includes separate items for the promotion of research, including the " *Fonds zur Förderung der Wissenschaftlichen Forschung* " (Fund for the Promotion of Scientific Research) founded in the course of the implementation of the " Forschungförderungsgesetz " (Research Promotion Act of 1967), it also includes appropriations for the promotion of education and instruction, for empirical research in the field of education and — since January, 1968 — for the research requirements of the Pedagogical-Psychological Research Centre.

Considerable amounts are also contributed by the *Federal provinces* or the Municipality of *Vienna*, respectively, which, for instance, in the field of empirical educational research, carry joint financial responsibilities together with the Federal Ministry of Education.

Finally certain research projects are supported by private bodies.

IV. INFORMATION AND DISSEMINATION

Records of research projects at the institutions of higher learning are kept in evidence at the *Fonds zur Förderung der Wissenschaftlichen Forschung* (Fund for the Promotion of Scientific Research), Vienna, in so far as applications are made through the Fund for financial support of such projects.

Research projects in the field of empirical educational research are kept in evidence at the *Federal Ministry of Education*. A list of the publications that appeared up to autumn 1966 is to be found in " Erziehung und Unterricht " (Education and Instruction), volume 10, 1966.

The need for centralised registering of research projects also arises in fields which involve direct and active participation on the part of the Federal Ministry of Education, e.g. in the fields of educational planning, pedagogical-psychological research, programmed instruction, media education, etc.

Information on the implementation and results of research projects within the Ministry's competence is provided by means of publications issued, in particular, by the Department of Planning and Research.

The dissemination of information in the field of educational research, educational planning and educational policy is effected through the publication of a number of journals, several of which are published by the Federal Ministry of Education, particularly the Official Bulletin of the Ministry with its supplement entitled " *Pädagogische Mitteilungen* " (Educational News-Sheets), and the Ministry's series " *Erziehung - Wissenschaft - Forschung* " (Education - Science - Research). The *Informationsdienst für Bildungspolitik und Forschung* (i b f) (Information Service for Educational Policy and Research), Vienna, promoted by the Ministry, informs the public by means of daily, weekly and monthly publications, which are also sent to the entire Austrian press.

V. TRENDS AND TASKS

At present, educational research in the broadest sense serves the main purpose of contributing to the re-organisation of the Austrian educational system with all its social and economic ramifications. The re-organisation of the Austrian school system, the legal basis of which is constituted by the School Act of 1962, and the re-organisation of higher education, whose first stages were completed with the University Organisation Act of 1955 and the General University Studies Act of 1966, as well as the broad and vital need to take account of the " school population explosion ", and the interdependence between education and economic growth, have assigned new tasks to educational research.

PART II

ACTIVITIES OF EDUCATIONAL RESEARCH INSTITUTES

Replies were received from the following institutes :

Federal Ministry of Education and Ministerial Research Centres

(1) Department of Planning and Research of the Federal Ministry of Education
(2) Presidential Section for Women's Affairs
(3) Federal Pedagogical-Psychological Research Centre

Academy of Arts and Sciences and University Institutes of Education

(4) Austrian Academy of Arts and Sciences
(5) Institute of Education of the University of *Graz*
(6) Institute of Education of the University of *Innsbruck*
(7) Institute of Education of the University of *Salzburg*
(8) Institute of Education of the University of *Vienna,* Chair I (for theoretical pedagogics)
(9) Institute of Education of the University of *Vienna,* Chair II (for Applied Pedagogics and School Pedagogics)

Institutes of Education

(10) Federal Institute of Education for *Upper Austria*
(11) Institute of Education, *Salzburg*
(12) Institute of Education, *Graz*
(13) Institute of Education for *Tyrol*
(14) Institute of Education of the Municipality of *Vienna*
(15) Federal Institute of Vocational Education, *Vienna*

Other Institutions

(16) Institute for Educational and Technical Assistance Research, *Vienna*
(17) Institute for Educational and Technical Assistance Research ; Work-group for Programmed Instruction, *Vienna*
(18) Institute for Comparative Educational Science, *Salzburg*
(19) Research Centre for Programmed Instruction in the Publishing House Österreichischer Bundesverlag, *Vienna*
(20) Research Group for Programmed Instruction in the Publishing House Carl Ueberreuter, *Vienna*

No. 1

Name :	WISSENSCHAFTLICHE ABTEILUNG DES BUNDESMINISTERIUMS FÜR UNTERRICHT (DEPARTMENT OF PLANNING AND RESEARCH OF THE FEDERAL MINISTRY OF EDUCATION)
Address :	Minoritenplatz 5, A-1010 Wien
Director :	Ministerialrat Dr. Hans NOWOTNY

A. *Organisation and Programme*

1. The department is an offshoot of the former Austrian Educational Investment and Planning Group (O.E.C.D. — Planungsbüro des Bundesministeriums für Unterricht). This group was established as an official department and incorporated into the Ministry of Education in October 1965. At present the Planning Department is part of the Legal Directorate (Directorate General III) of the Ministry of Education.

2. The department is entrusted with the execution of the following programme :

Preparation and implementation of projects for educational planning ;

Compilation of reports concerning the educational situation in Austria and preparation of the series of publications issued by the Ministry of Education ;

Final responsibility for educational statistics, responsibility for matters relating to data processing within the Ministry of Education.

3. *Staff :* Besides the Director, four other officials qualified for research work ; in addition the department has one assistant and two typists.

B. *Recent activities*

Up to autumn 1967, the work of the department was concentrated on the editing and publication of the first volume of the study "*Educational Planning in Austria 1965-1975*".

In the autumn of 1967 the planning department compiled, at the request of the Austrian Ministerial Committee for Regional Development (Ministerkomitee für Raumordnung), a summary of a comprehensive study entitled "*Principles of Regional Educational Planning in Austria*" under the heading "*Problems of Educational Planning in Austria*". This summary, which serves the primary purpose of providing information for the Members of Parliament, will be published in the near future as a separate booklet of about 65 pages. The author, Dr. Hans NOWOTNY, with the assistance of Dr. Karl GROHMANN, has endeavoured to indicate the problems of educational planning in Austria and form a framework for further expansion of the Austrian School System. A differentiation is made on the demand side between forecasts based essentially on the prolongation of established trends, and forecasts based on the number of existing school places and those which are certain to be provided in the near future. In this way the expected number of school leavers from secondary schools, leading to higher education (Maturanten), has been calculated for the period up to 1980 on the basis of the potential output as determined by the number of places expected to be available.

With this in mind the first requirement was a careful stocktaking of all existing general and vocational secondary schools in Austria, and all recently founded schools in this category which do not as yet have an output of school leavers qualified for higher education (Maturanten), but will have such an output within the period of our forecasts. (Schools which are now under construction, or have been definitely planned, were also taken into account). The figures — arrived at on the basis of available places — for school leavers qualified for higher education for the years 1968-1980, show that the target set for 1975 in the study "Educational Planning in Austria" ('Maturanten' to constitute 16 or 17 per cent of the corresponding age-group) will be reached at best in 1980, if the present school expansion programme is carried out.

This would have the following consequences :

(1) If enrolment figures (expressed as a percentage of the corresponding age group) remain largely constant until 1975 the number of places to be provided under the present school expansion programme will be only just sufficient to cope with the demographically determined increase in the number of children of school age.

(2) If the enrolment figures continue to increase until 1976 according to established trends — that is to say if the increased entry into the higher grades of secondary schools is to be taken into account — the number of places made available by the present school expansion programme will not be sufficient. In this case more and more children will have to be turned away in the coming years as a result of lack of facilities, despite their suitability for secondary education leading to higher education.

(3) The demand of the economy and the official administration for secondary school leavers with a leaving certificate (Maturanten) — as estimated by the Austrian Institute for Economic Research — will be so great that the number of school places available will fall far below the number of places required to meet this demand. A corresponding extension of the present school expansion programme, therefore, seems to be indispensable.

The conclusions reached in the booklet " The Problems of Educational Planning in Austria " are supplementary to the results of the study " Educational Planning in Austria ". With this booklet the process of checking the validity of forecasts made in " Educational Planning in Austria ", Vol. I, has been started.

Furthermore, the following *activities* carried out in the period covered by the report are mentioned because of their topical interest :

(1) Calculation of the expenditure per pupil (students) in the financial year 1966. (NG 364)*

(2) Inquiry into the development of the Austrian secondary school system in the 50 years of existence of the Austrian Federal Republic. (NG 102)

(3) Memorandum to the working group for the development of higher education (Arbeitsgemeinschaft für Hochschulentwicklung) concerning the expected development of the number of students in institutions of higher education up to 1980 according to para. 44 of the General University Studies Act for 1966. (Allgemeines Hochschulstudiengesetz 1966). (NG 309)

(4) Calculation of the transition rates from the fourth year of elementary school in the school year 1966-67 to the first year of general secondary school in the school year 1967-68 (with special consideration of regional differences). (NG 420)

(5) Results of the entrance examinations for admission to the first forms of the nine-year State and private general secondary schools for the school year 1967-68. (A description and comparison of the failure rate in individual schools, districts and regions). (NG 390)

(6) Calculation of the demand for teachers created by the introduction of a ninth year in State and private general secondary schools, leading to higher education, according to the types of upper forms and the subjects taught in them. (NG 400)

(7) Collection and interpretation of information concerning the third amendment to the School Organisation Act, 1962 (especially the assessment of the consequences of the strict implementation of Section 43, which postulates that classes with 36 or more pupils should be divided). (NG 410)
(NG 460)

(8) Survey concerning the type and number of teachers' qualifying examinations for secondary schools leading to higher education taken during the period from 1959-60 to 1966-67 (with detailed cross-tabulation of subjects). (NG 430)

(9) Preparation of a comprehensive inquiry into statistics pertaining to school organisation (number of pupils per class, per course, combination of forms, division of forms, etc.), giving the situation in general secondary schools leading to higher education as at March 30, 1968. (Calculation of basic data to enable school authorities to undertake rationalisation measures). (NG 440)

(10) Inquiry into the type and number of courses provided at secondary schools during the school year 1967-68. (Optional Subjects and Voluntary Exercises).

(11) Preparation of a German planning terminology, including abbreviations, school identification formulae according to HILKER/NOWOTNY (cf. " School Systems — A Guide ", published by the Council for Cultural Cooperation, Strasbourg, 1965), and a system of legends for the mapping of various school types (as preparation for an exchange of opinions with experts from the Ministry of Education of Baden-Württemberg). (NG 461)

(12) Compilation of a list to show existing combinations of the subject " Physical Education " with other subjects within secondary schools. (NG 470)

(13) Collection of criteria for the location of schools. (NG 480)

(14) Assessment of the demand for physicians in Austria up to 1980 (NG 490)

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* The figures in brackets refer to the records of the Department for Educational Planning and Research.

C. *List of previous publications of the Planning Department*

Bildungsplanung in Österreich. Band 1 : Erziehungsplanung und Wirtschaftswachstum 1965-1975, hrsg. von der Wissenschaftlichen Abteilung des Bundesministeriums für Unterricht. - Wien, Österreichischer Bundesverlag 1967. (English edition " *Educational Policy and Planning - Austria* " — OECD, Paris 1968).

Further publications

Ortwin BOBLETER : Die Lage der wissenschaftlichen Forschung in Österreich, 1963-64. (The state of scientific research in Austria, 1963-64.) 1966, 32 pp.

Stefan TITSCHER and Heiner WISGRILL : Studiendauer, Studienerfolg und ihre Faktoren : eine Längsschnittuntersuchung der Hörer an der rechts- und staatswissenschaftlichen Fakultät der Universität Wien. (The durations and results of studies and their determinants in the Faculty of Law of the University of Vienna — an inquiry made over a period of time). " *Educational planning and economic growth in Austria from 1965 to 1975* ". This is a summary of the comprehensive study " Educational Planning in Austria ".

Studies

In the field of teacher training ;
In the field of intermediate and secondary vocational education ;
In the field of compulsory vocational education ;
In the field of general secondary education ;
In the field of general compulsory education.

D. *Research Projects in 1968/69*

(1) Determination of the *number of teachers necessary* for the school extension programme.

(2) Determination of the *shortage of subject teachers* on the basis of the actual situation in schools for the year 1967/68.

(3) Determination of the number of *teachers under special contract* and the nature of their employment. (These teachers are not fully qualified but are expected to finish their training within the near future).

(4) Further work on the contributions by the Ministry of Education to the *regional project* of the Federal Government : " Expert Advice Concerning tasks and targets of a regional structural policy for Austria ".

(5) Work on Vol. II of the series *Educational Planning in Austria.* Provisional title : *Schlüsselzahlen der österreichischen Schule* (Basic Statistics of the Austrian School System).

This volume will contain :

— the checking of results obtained and methods used in the forecasts and calculations of the O.E.C.D. project " Educational planning and economic growth ".

— further documentation and comments : a continuation of the discussion according to the wish expressed by the Federal Minister in the preface to Vol. I of " Educational Planning in Austria ".

(6) Preparation and evaluation of an inquiry covering all of Austria concerning the *catchment areas of schools, colleges and universities.* This inquiry will be made in collaboration with the Austrian Central Bureau of Statistics.

(7) Collaboration on the progress report concerning Austrian institutions of *higher education* to be submitted to the Austrian Parliament in 1970, especially the calculation of expected entry of students.

(8) Creation of a *central file giving details of all teachers in State employment.* This file will be kept up to date with the help of modern data processing machines.
The aims of the file are :

— the continuation of the preliminary studies concerning :
teachers in general secondary schools,
teachers in vocational, intermediate and secondary schools,
teachers in intermediate and secondary schools (with special reference to people or bodies responsible for their maintenance),

— to make it possible to answer relevant questions in a short time.

(9) Collaboration with the planning group of the Federal Ministry of Agriculture and Forestry in the creation of a plan concerning educational institutions within the field of *agriculture and forestry*, including a map to show the distribution of these types of school.

(10) Execution of projects concerning *statistical* matters in the field of education ; collection and preparation of statistical information for the use of the departments of the Ministry of Education.

No. 2

Name :	BUNDESMINISTERIUM FÜR UNTERRICHT/PRÄSIDIALREFERAT FÜR FRAULICHE BELANGE (FEDERAL MINISTRY OF EDUCATION/PRESIDENTIAL SECTION FOR WOMEN'S AFFAIRS)
Address :	Minoritenplatz 5, A-1010 Wien
Director :	Ministerialrat Dr. Agnes NIEGL

As shown in the publication " Bildungsplanung in Österreich " (" Educational Planning in Austria "), volume I, pp. 430, it is necessary

— to improve the educational opportunities for girls within the scope of the valid school acts, and

— to establish foundations for an up-to-date education for girls.

As a prerequisite for the attainment of these objectives the Federal Ministry of Education/Presidental Section for Women's Affairs commissioned three studies :

(1) *Chancen schulischer und ausserschulischer Bildung von Mädchen (Opportunities for the Education of Girls in and outside School)*
Researcher : Univ. Prof. Dr. Leopold ROSENMAYR, Vienna
Time spent : 1 year ; the publication is being prepared
Method : questionnaire.

(2) *Probleme der Frauen- und Mädchenbildung (Problems in Respect of Education for Girls and Women)*
Researcher : Dr. D. GAUDART, Vienna
Time spent : 1 year ; a publication is envisaged
Method : questionnaires, interviews.

Work on these studies is proceeding satisfactorily. The results will be presented to officials in education, and will be made known through meetings and published in educational journals.

(3) As a continuation and supplementation of the research programmes mentioned above, arrangements were made between the Presidential Section for Women's Affairs and Department III/5 of the Ministry of Education, and under the stimulation of the Austrian League for the United Nations (Women's Division), to carry out the following study :
Studie über den Zugang der Frauen zu technischen Berufen (Study Concerning the Entry of Women into the Technological Professions)
Researcher : Dr. D. GAUDART, Vienna
Time spent : not yet fixed ; probably 7 months
Method : questionnaires, interviews.

The necessary financial means for the first two studies were wholly provided by the Federal Ministry of Education. The Federal Ministry of Social Administration participates in the cost of the study mentioned under item (3).

No. 3

Name : **BUNDESMINISTERIUM FÜR UNTERRICHT/PÄDAGOGISCH-PSYCHOLOGISCHES FORSCHUNGSZENTRUM DES BUNDES BEIM LANDESSCHULRAT FÜR STEIERMARK (FEDERAL MINISTRY OF EDUCATION/FEDERAL PEDAGOGICAL-PSYCHOLOGICAL RESEARCH CENTRE WITH THE PROVINCIAL SCHOOL BOARD FOR STYRIA)**

Address : Hans Sachs-Gasse 3, A-8020 Graz

Directors : Dr. Gottfried PETRI, Dr. Anton ZRZAVY

A. *Historical*

1. Foundation : January 1st, 1968.
2. On the initiative of the Federal Ministry of Education.
3. Reasons for foundation : the need for psychological research and development of a better foundation for the selection of school careers and studies ; promotion of talented pupils and added support for those with a low perfomance rate ; reduction of the withdrawal quotas ; improvement of the didactic efficiency of teaching according to the principles of educational psychology.

B. *Organization and programme*

1. Part of the Pedagogical-Psychological Bureau of the Federal Ministry of Education.
2. The institute does not have a directing, governing or advisory board.
3. There are no divisions, sections, units etc.
4. No participation as yet in the initial and/or further training of teachers.
5. Present *size of staff :*

Full-time : 1 psychologist occupied in research ;

Part-time : ca. 30 psychologists of the Pedagogical-Psychological Bureau participate in research projects when necessary.

6. The research centre does not have a budget of its own. It draws on approximately 100,000 Austrian schillings per year within the framework of the credit funds for the Pedagogical-Psychological Bureau in the Federal Ministry of Education.

7. *Main fields of research activity :*

development of tests ;
measuring of performance ;
advice on school career ;
advice to students ;
success control of didactic methods.

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

So far, no research projects have been completed.

D. *Major research projects in progress*

1. *Entwicklung eines Vorhersageinstrumentariums für die Schulbahnberatung der Schüler der 4. Schulstufe (Development of a set of prediction criteria for guidance of pupils of the fourth grade)*

Researchers : Dr. Gottfried PETRI, Dr. Anton ZRZAVY
Starting date : March 1968
Probable completion date : 1972

Purpose

Introduction of guidance in the fourth grade ; basis for the systematic investigation of discrepancies between talent and success at school, as well as for the promotion and psychological care of pupils.

Procedure

Psychological methods of test construction and validation, analysis of cases of discrepancy, advice to teachers and parents, training of teachers, success control.

Anticipated Conclusions

They will contain recommendations for changes in educational practice : changes in the methods of allotting primary school pupils to the schools leading to higher levels of education ; better utilization of the talent potential ; raising of the horizontal permeability in the first grades of the schools leading to higher levels of education ; introduction of promoting children inhibited in their performance.

2. *Versuche zur Entwicklung eines Studentenberatungsdienstes (Attempts towards the development of a guidance service for students)*

Researcher : Dr. Gottfried PETRI
Starting date : October 1968
Probable completion date : End of 1969.

Purpose

Creation of the foundations for a systematic guidance service for students in the Austrian institutions of higher education.

Procedure

Documentation, evaluation of literature, evaluation of the statistics of the Austrian institutions of higher education ;
testing of certain organizational possibilities.

Anticipated conclusions

Improvement of the methods of preparing secondary school pupils for their studies and for their selection of studies ; measures for the systematic promotion of students with difficulties in their studies and personal problems.

3. *Vergleich von Faktoren der Intelligenz und des Interesses, der Leistungsmotivation, sonstiger Persönlichkeitsfaktoren, der Leistungen in der höheren Schule und soziologischer Variablen mit dem Studienerfolg in mehreren Studienfächern (Comparison of factors of intelligence and interest, of the motivation for a particular performance, other personality factors, the performance in secondary school, and of variable social factors, with the study success in several subjects)*

Researcher : Dr. Gottfried PETRI
Starting date : November 1968
Probable completion date : End of 1969.

Purpose

Creation of a basis for preparing the students for selecting a course of studies, and for guidance to students ; collection of information for the didactics and the organization of studies.

Procedure

Psychological tests ; utilization of statistical data relating to the Austrian institutions of higher education.

Anticipated conclusions

The results could, amongst other things, contribute to the interpretation of the importance to university studies of the examination results at the secondary school, and could provide information concerning the further development of the system of examinations at the secondary schools.

4. *Untersuchung der bestimmenden Faktoren der Berufs- und Studienwahl sowie der Perzeption verschiedener Studienfächer (Investigation of the decisive factors in the selection of professions and courses of study as well as in the perception of certain subjects of study).*
Researchers : Dr. Gottfried PETRI, Dr. Harald SEIDL
Starting date : January 1968
Probable completion date : 1970.

Purpose

Creation of the foundations for preparing secondary school pupils for their selection of studies : particularly for controlling the flow of students to certain subjects, taking into consideration the respective demands of young people. In particular, awakening the interest of the teaching profession and students in the technological and natural science fields.

Procedure

Questionnaires ; psychological tests.

Anticipated conclusions

Certain adjustments of instruction at the secondary schools to the needs of the institutions of higher learning.

5. *Pilot study zur vergleichenden Untersuchung der Bedeutung einiger Intelligenzfaktoren für den konventionellen und für den programmierten Unterricht (Pilot study for the comparative investigation of the importance of several intelligence factors for conventional and for programmed instruction).*
Researchers : Dr. Gottfried PETRI, Dr. Harald SEIDL
Starting date : October 1968
Probable completion date : October 1969.

Purpose

Investigation of the psychological problems of the integration of programmed instruction into regular instruction ; investigation of the importance of an instruction programme as an instrument for measuring performance and diagnosing aptitude ; success control of a programme.

Procedure

Basic calculating programme for the 4th grade. 200 pupils with conventional and 200 pupils with programmed instruction. Parallelized groups. Measuring of performance, intelligence tests.

6. *Vergleich der Ergebnisse der vom Bundesministerium für Unterricht, Abteilung V/9 entwickelten Aufnahmeverfahren für die mittleren und höheren Technischen und Gewerblichen Lehranstalten, für die mittleren und höheren Lehranstalten für Frauenberufe und für Handelsakademien und Handelsschulen, sowie der Schulleistungen der 4. Klasse der Hauptschule bzw. der allgemeinbildenden höheren Schule mit dem Schulerfolg (Comparison of the results of the admission procedures developed by the Federal Ministry of Education, Department V/9, for the intermediate and secondary technical training establishments, for the intermediate and secondary training establishments for women's domestic and catering occupations, and for business academies and business schools, as well as of the school performance of the fourth grade of the upper primary school or the general secondary school, respectively with success in school).*
Researchers : Dr. Gottfried PETRI, Sektionsrat Dr. Margareta SONNLEITNER, Prof. Robert STRECHA, Dr. Anton ZRZAVY
Starting date : October 1968
Probable completion date : 1973

Purpose

Reduction in drop-outs in the course of schooling in the technical and vocational schools, preparation for the introduction of a guidance service for pupils of the 8th grade.

Procedure

Methods of validation, investigation of discrepancy cases.

No. 4

Name : KOMMISSION FÜR GESCHICHTE DER ERZIEHUNG UND DES UNTERRICHTS DER ÖSTERREICHISCHEN AKADEMIE DER WISSENSCHAFTEN (COMMISSION FOR HISTORY OF EDUCATION OF THE AUSTRIAN ACADEMY OF ARTS AND SCIENCES).

Address : Dr. Ignaz-Seipel-Platz 2, A-1010 Wien.

Director : Wirkliches Mitglied der Akademie (regular member of the Academy) Prof. Dr. Friedrich KAINZ.

A. *Historical*

1. Foundation : 1936.

2. On the initiative of Prof. Dr. Richard MEISTER, regular member of the Academy.

3. Reasons for foundation : Research programmes from the archives department of the University of Vienna, publication of a series " Beiträge zur Geschichte der Universität Wien " (Contributions to the History of the University of Vienna) within the scope of the " Veröffentlichungen der Kommission " (Publications of the Commission).

B. *Organization and programme*

1. Commission of the philosophical-historical class of the Austrian Academy of Arts and Sciences.
Contacts with the University of Vienna through the head of the commission.

2/4 : —.—

5. No fixed staff. 5 members of the Academy (honorary officers) and free-lance co-workers (honorary officiers), all of them university professors and thus active in teaching and research.

6. *Total budget :*

1966	A.S.	—.—
1967	A.S.	32,000 (printing)
1968	A.S.	—.—

Source : Grant to the Academy by the Federal Government.

7. *Main research activities :* History of the institutions of higher education, and of education in general.

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

1. *Erforschung des Nachlasses von Bernard BOLZANO (1781-1868) in Wien (NB) und Prag.*

(Investigation of the Bernard BOLZANO papers (1781-1868) in Vienna (National Library) and Prague.)

Prof. Dr. Eduard WINTER (Berlin) and
Prof. Dr. Paul FUNK (Vienna),
Prof. Dr. Jan BERG (Stockholm).
Bibliographical reference : Eduard WINTER, Bernard BOLZANO, Vienna 1967 (" Veröffentlichungen " — " Publications ", volume 8.)

D. *Major research projects in progress*

1. *Herausgabe des Briefwechsels : B. Bolzano-Anna Hoffmann-F. J. Fesl (1824-1832)*
Editing of the correspondence : B. Bolzano-Anna Hoffmann-F. J. Fesl (1824-1832)
Prof. Dr. Eduard WINTER (Berlin).
Starting date : 1968.
Probable completion date : 1969.

2. *Vorbereitung der Herausgabe des mathematischen Nachlasses Bolzanos (in : Nationalbibliothek Wien) (Preparation of the edition of the mathematical papers of Bolzano (in the National Library of Vienna)).*

Researchers : Dr. Paul FUNK (Vienna), Prof. Dr. Edmund HLAWKA (Vienna) and others.
Starting date : 1968.
Probable completion date : uncertain.

No. 5

Name : INSTITUT FÜR PÄDAGOGIK DER UNIVERSITÄT GRAZ (INSTITUTE OF EDUCATION OF THE UNIVERSITY OF GRAZ).
Address : Universitätsstrasse 27 8010 Graz.
Director : Univ. Prof. Dr. Alois EDER.

A. *Historical*

1. Foundation : Independent chair since 1964.
2. On the initiative of the Philosophical Faculty of the University of Graz.
3. Reasons for foundation : Extension of educational research and teaching.

B. *Organization and programme*

1. Part of Philosophical Faculty.

2/3. —.—

4. Participation in the pedagogical training of teachers in secondary schools.
5. Present *size of staff : 4.*
   Full-time : 3.
   Part-time : 1.
   Researchers : 2.
6. *Total budget* in

1966 :	A.S.	59,586
1967 :	A.S.	34,624
1968 :	A.S.	32,750 (incomplete)

Source : Federal Government.

7. Main research activities : Theory of education, school pedagogics, empirical pedagogical research.

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

No such projects.

D. *Major research projects in progress.*

1. *Soziale Schichtung und Schulerfolg in den Gymnasien der Steiermark.*
   (Social stratification and school success in the secondary schools of Styria).

Researcher : Univ. Prof. Dr. Alois EDER.
Starting date : November 1968.
Probable completion date : Autumn 1969.

Purpose : Determination of educational chances in respect of social stratification.

Procedure : Development analysis of school success performed as a cohort investigation.

Anticipated conclusions : Establishment of milieu-correcting and supporting " Tagesschulen " (day-schools).

No. 6

Name : INSTITUT FÜR ERZIEHUNGSWISSENSCHAFT DER UNIVERSITÄT INNSBRUCK (INSTITUTE OF EDUCATION OF THE UNIVERSITY OF INNSBRUCK).

Address : Innrain 52.
A-6020 Innsbruck.

Director : Chair vacant since March 1967.

A. *Historical*

1. Foundation : 1960.
2. On the initiative of the Philosophical Faculty of the University of Innsbruck.
3. Reasons for foundation : Growing independence and importance of the subject " pedagogics " within the Philosophical Faculty.

B. *Organization and programme*

1. University institute within the framework of a university faculty.

2/3. —.—

4. Training of secondary school teachers.
5. Present *size of staff :* 3 full-time scientific staff members.
Researchers : 2.
6. Total *budget in*

1966 :	A.S.	49,000
1967 :	A.S.	22,000
1968 :	A.S.	26,000

Source : Federal Government.

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

1. *Versager auf höheren Schulen. (Eine empirische Untersuchung an vier Innsbrucker Gymnasien.) (Failures in secondary schools. An empirical investigation in four secondary schools in Innsbruck.)*
Researcher : Peter SEIDL
Time spent : One and a half years
Bibliographical reference : Pädagogisch-psychologische Beihefte, Schriftenreihe herausgegeben im Auftrag des Bundesministeriums für Unterricht, Wien 1968, Verlag Eugen Ketterl. (Pedagogical-psychological Supplements, series published by the Federal Ministry of Education, Vienna 1968, Publishing House Eugen Ketterl.)

Purpose : Determination of the extent of failure at school and of the various factors that may cause such failure.

Procedure : Statistical analysis of the records available ; school marks and school careers of the failures ; influence of social factors on school success ; efficiency of performance assessment before entry into secondary school.

Conclusions : Recommendations for a re-organisation of the selection for secondary schools.

2. *Lebensbedingungen und soziale Lage der Pflichtschullehrer Tirols (Living conditions and social status of teachers in compulsory schools of Tyrol).*
Researcher : Josef KLINGER.
Time spent : Three years.
Publication envisaged.

Purpose : Analysis of the reasons for the teacher shortage.

Procedure : Preliminary investigation : interviews ; main investigation : questionnaires. Factor-analytical determination of the detrimental factors in the teaching profession.

Conclusions : Recommendations for remedying the teacher shortage.

3. ***Studiendauer und Studienerfolg. (Eine Längsschnittuntersuchung an 3199 Anwärtern für das Lehramt an Höheren Schulen in Österreich). (Length and success of studies. — An investigation by way of a longitudinal section using 3199 candidates for the teaching certificate at secondary schools in Austria.)***

Researcher : Ilsedore RIEDER.
Time spent : Two years.

Bibliographical references : Weinheim 1968, Beltz Verlag, Studien zur Erziehungswissenschaft, Bd. 3, Hrsg. von Prof. Brezinka. (Weinheim 1968, Beltz Publishing House, Studies on Educational Science, Vol. 3, published by Prof. Brezinka.)

Purpose : Statistical analysis of the effective length of studies of Austrian candidates for the teaching diploma in secondary schools, and of the number of students leaving.

Procedure : Analysis of available records. Difference of length of and success in studies according to subjects, places and years of study ; according to sex etc.

Conclusions : Clarification of the actual situation as a discussion basis for the preparation of the special university studies acts.

Note : All projects were worked out with the aid of the electronic computer at the University of Innsbruck.

D. *Major research projects in progress*

No research projects since chair is still vacant.

No. 7

Name : INSTITUT FÜR PÄDAGOGIK DER UNIVERSITÄT SALZBURG (INSTITUTE OF EDUCATION OF THE UNIVERSITY OF SALZBURG).
Address : Franziskanergasse 1, A-5020 Salzburg.
Directors : Univ. Prof. Dr. K. WOLF, Univ. Prof. Dr. R. GÖNNER.

A. ***Historical***

1. Founded in 1964.
2. On the initiative of the University.
3. Reasons for foundation : Training of secondary school teachers ; students aiming at a doctor's degree in the field of education ; responsibility for university pedagogics.

B. ***Organization and programme***

1. Institute within the framework of a university.
2. No directing, governing or advisory board.
3. Divisions : Systematic Pedagogics
   Historical Pedagogics
   Didactics

   Sections : Adult Education
   Remedial Pedagogics
   Pedagogical Test Practice
   Education of Youth outside the School and Social Pedagogics
   Mass Media
   Vocational and Occupational Pedagogics
   Statistics
   Programmed Instruction
4. The institute participates in the initial training of teachers by means of lectures and seminars for candidates for the teaching diploma in secondary schools.

5. Present *size of staff* : 10
Full-time : 8
Part-time : 2
Researchers : 6

6. Total *budget in*
1966 : A.S. 148,800
1967 : A.S. 160,000
1968 : A.S. 115,000 (up to the end of October)
Source : Federal Government.

7. *Main research activities :* Empirical study of school problems and methods.
Historical studies.
Research on the scientific basis of pedagogics.

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

1. *Das Werden der allgemeinbildenden Pflichtschule in Bayern und Österreich (The growth of the general compulsory school in Bavaria and Austria).*
Researcher : Karl Ernst MAYER.
Inaugural dissertation, published with C. Brügel u. Sohn, Ansbach, 1967.

2. *Erziehung mit Hilfe und angesichts von Film und Fernsehen (Education with the help of film and television).*
Researcher : Franz ZÖCHBAUER.
Inaugural dissertation.

3. (a) *Zensur und Zeugnis (Assessment and school report)*
(b) *Leistungsbeurteilung durch Ziffernnoten (Assessment of School Performance by Numerical Marks).*
Researcher : Rudolf WEISS.
Inaugural dissertation, published by Verlag Quirin Haslinger, Linz, 1965 and 1968.

Note : Furthermore, in the academic years 1966/67 and 1967/68, ten dissertations were completed at the Institute.

D. *Major research projects in progress*

1. *Aufbereitung einer pädagogisch-philosophischen Lebenslehre (Preparation of a pedagogical-philosophical theory of life).*
Researcher : Univ. Prof. Dr. KARL WOLF.
Timing : 1958-1970.

Purpose : Deepening of the instruction concerning preparation for practical life at various school forms (particularly for philosophical propaedeutics at secondary schools).

2. *Verhältnis von philosophischen und empirischen Forschungsmethoden (Relationship of philosophical and empirical research methods).*
Researcher : Prof. Dr. Karl WOLF.
Timing : 1966-1969.

3. *Wirkungslehre der Literatur (Study on the effects of literature).*
Researcher : Prof. Dr. Karl WOLF.
Timing : 1955-1972.

4. *Herausgabe der logischen Schriften von Ernst Mally (Editing of Ernst Mally's works in the field of logic).*
Researcher : Univ. Prof. Dr. Karl WOLF.
Timing : 1948-1969.

5. *Österreichische Schulgeschichte (Austrian school history).*
Researcher : Univ. Prof. Dr. Rudolf GÖNNER.
Timing : 1968 — several study years.

6. *Leibesübungen in der Freizeit von Jugendlichen (Physical training during the leisure time of juveniles).*
Researcher : Univ. Ass. Dr. Stefan GRÖSSING.
Timing : 1967-1969.

No. 8

Name : INSTITUT FÜR PÄDAGOGIK DER UNIVERSITÄT WIEN/LEHRKANZEL I FÜR THEORETISCHE PÄDAGOGIK (INSTITUTE OF EDUCATION OF THE UNIVERSITY OF VIENNA/CHAIR I FOR THEORETICAL PEDAGOGICS).

Address : Universitätsstrasse 7, A-1010 Wien.

Director : Prof. Dr. Marian HEITGER.

A. *Historical*

In 1965, the institute, which was founded in 1877 as an independent institute within the Philosophical Faculty, was divided into chairs. In this an attempt was made to emphasize the different fields of work in the names of the two divisions, viz. " theoretical pedagogics " and " practical or school pedagogics ". The first working year of chair I was 1967.

B. *Organization and programme*

1/3 : see above.

4. The task of the institute comprises the scientific and vocational training, in pedagogical respects, of teachers in general secondary schools.

5. *Size of staff :* 1 full professor
1 scientific assistant
1 assistant (full-time)
4 assistants (part-time)
1 typist
total : 8

Researchers : 7

6. *Total budget* in 1967 : A.S. 70,000
in 1968 : A.S. 120,000

Predominant source of finance : Federal government.

7. *Main fields of research activity :*

Fundamental philosophical research for the establishment of pedagogical theories, history of the problems in scientific pedagogics, possibilities of inter-disciplinary research on education, curriculum analysis/ideological criticism of curricula, limitations of programmed instruction from the points of view of the theory of cognition and of linguistics, school reform, reform of higher education.

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

1. *Quellensammlung zur Pädagogik des Neukantianismus (Collection of Sources concerning the pedagogical theories of Neo-Kantianism).* (B. Bauch, J. Cohn, R. Hönigswald, H. Johannsen, P. Natorp, A. Petzelt), published under the title " Grundfragen der Pädagogik in transzendentalkritischer Sicht " (Basic Problems of Pedagogics from the Point of View of Transcendental Criticism) by Klinkhardt-Verlag, Bad Heilbronn.

2. *Quellensammlung zur Pädagogik im Nationalsozialismus (Collection of sources concerning the pedagogical theories during the National-Socialist era).*

Publication being prepared.

For the purpose of selection, in particular educational journals of the years 1933-1945 were used. Function of this collection of sources : to open up once again the access to the statements of NS educational ideologists, which are dispersed in a number of periodicals.

The work in the archives was accompanied by studies relating to the cultural-historical and intellectual-historical background of National Socialism, together with the analysis of some basic characteristics of Fascist theories of education.

3. *Berufsbilder in den Lesebüchern der österreichischen Hauptschulen (Images of various professions in the textbooks of the Austrian upper primary schools).*

The guiding hypothesis was the reproach that the textbooks are often antiquated, and no longer represent the modern world.

Results :
The numerical representation of the professions is not representative of their distribution in modern economic life. (Disproportionately high representation of the professions of rural life, few technological professions). The description of professional reality, in most cases, is coloured with accents of romantic adventure, idyllical and ideological glorification.

D. *Major research projects in progress*

1. *Das Thema Entwicklungshilfe in den Schulen (The subject " development aid " in schools).*

2. *Empfehlungen zur Neuordnung von Studium, Lehre und Forschung an den wissenschaftlichen Hochschulen Österreichs (Recommendations for the re-organization of studies, teaching and research in the Austrian institutions of higher learning).*

3. *Präfaschistische Momente in der deutschen Reformpädagogik (Pre-Fascist elements in the German reform pedagogics).*

No. 9

Name : INSTITUT FÜR PÄDAGOGIK DER UNIVERSITÄT WIEN/LEHRKANZEL II FÜR ANGEWANDTE PÄDAGOGIK — SCHULPÄDAGOGIK (INSTITUTE OF EDUCATION OF THE UNIVERSITY OF VIENNA/CHAIR II FOR APPLIED PEDAGOGICS — SCHOOL PEDAGOGICS).
Address : Universitätsstrasse 7, A-1010 Wien.
Director : Prof. Dr. Ulrich SCHÖNDORFER.

A. *Historical*

Founded in 1877 ; subdivision of the institute into two chairs in 1965.

B. *Organization and programme*

1. University institute.
2/3. —.—
4. Pedagogical examination of the candidates for the teaching diploma in general secondary schools.
5. *Size of staff :* 6 ; Researchers : 4.
6. Total *budget* in 1966 : A.S. 88,000
1967 : A.S. 50,000
1968 : A.S. 45,000
Source : Federal government.

Main fields of research activity :
Didactics, adult education, historical pedagogics.

C. *Major research projects reported in the academic years 1966/67 and 1967/68.*

1. *Untersuchungen über die Geschichte der österreichischen Pädagogik und des österreichischen Unterrichtswesens (Studies concerning the history of Austrian pedagogics and of the Austrian educational system).*
Researcher : Prof. Dr. Ulrich SCHÖNDORFER.
Time spent : One year.
Bibliographical references : Stifters Synthese humaner und realistischer Bildung (Vierteljahresschrift des Adalbert-Stifter-Instituts 1-2/1968) (Stifter's Synthesis of Humane and Realistic Education — Quarterly journal of the Adalbert-Stifter-Institute 1-2/1968).
Die Kunsterziehungslehre Adalbert Stifters (Festschrift der Akademie für Musik und Darstellende Kunst, Wien 1967). (Adalbert Stifter's Theory of Education in the Arts — Festschrift of the Academy of Music and Interpretative Art, Vienna 1967).
Purpose : Compilation of Austrian achievements in the field of pedagogics and didactics, in particular of the importance of the achievements of Adalbert Stifter in the field of theoretical and practical pedagogics.

2. *Effektivität des Sprachlabors (Effectiveness of the Language Laboratory).*
Researcher : Dr. Richard OLECHOWSKI.
Time spent : Two years.
Purpose : Rendering instruction methods more effective.
Procedure : Effective learning performance in structural exercices in classes in which the language laboratory is used, as compared with normal instruction.

Conclusions :
In language courses for adults it was evident that given a high rate of reduction in their reaction time those participants who used the language laboratory made more rapid progress in their studies, as compared with those in normal instruction.

3. *Das alternde Gedächtnis (The aging memory).*
Researcher : Dr. Richard OLECHOWSKI.
Time spent : Four years.
Purpose :

(a) Clarification of the connections between physiological and psychological changes with increasing age.

(b) Description of the performance in and motivation for studying of the various age-groups in individual psychical areas.

(c) Deduction of didactic consequences for adult education from the age-induced reduction of the studying capacity of adults.

(d) Empirical verification of the theory of " éducation permanente ".

(e) Synthesis between the disengagement and the expansion theories.

D. *Major research projects in progress*

1. *Untersuchung über die Theorie des Lehrens und Lernens (Studies on the theory of teaching and learning).*
Researcher : Prof. Dr. Ulrich SCHÖNDORFER.
Timing : 1967/68 - 1969/70.
Purpose : Clarification of the foundations of teaching and studying in the theory of cognition.

2. *Untersuchung der Bedeutung der Kybernetik für die Pädagogik (Investigation of the importance of cybernetics for pedagogics).*
Researcher : Dr. OLECHOWSKI.
Timing : November 1968 to Easter 1969.
Purpose : Theoretical foundation of cybernetic teaching methods.

3. *Beziehungen zwischen Studienbeihilfe und Studienerfolg. Eine Untersuchung zur Bildungspolitik (The relationship between government scholarships and study success. An investigation on educational policy).*
Researcher : Dr. Joseph THONHAUSER.
Timing : Summer 1967 to spring 1969.
Purpose : Information about the effectiveness of government scholarships.
Prcedure : Questionnaires with statistical evaluation.

4. *Das Problem der Schulstruktur (eine vergleichende Analyse des österreichischen und des schwedischen Schulsystems). (The problem of school structure. — A comparative analysis of the Austrian and the Swedish school systems).*
Researcher : Karl Heinz GRUBER.
Timing : Spring 1968 to summer 1969.
Purpose : Analysis of the " comprehensive " and " parallel " school structures. Alternatives for educational planning.
Procedure : Critical-analytical procedure using foreign empirical research results.

Note by the Secretariat : The following Institutes of Education are devoted to the further training of teachers and the promotion of school development and instructional practice. Only those institutes are listed below which have reported on major research projects in the time period concerned.

No. 10

Name : PÄDAGOGISCHES INSTITUT DES BUNDES FÜR OBERÖSTERREICH (FEDERAL INSTITUTE OF EDUCATION FOR UPPER AUSTRIA)
Address : Südtirolerstrasse 13/15, A-4020 Linz.
Director : Univ. Doz. Dr. Rudolf WEISS.

A. *Historical*

The institute was founded in 1965, on the initiative of the Federal Ministry of Education and upon the application by the Provincial School Board. The tasks set by the School Organization Act of 1962 led to its foundation.

B. *Organization and programme*

1/2. The work of the insitute is carried out within the framework of the Provincial School Board for Upper Austria.

3. According to Section 125 of the School Organization Act three divisions exist for :

(a) Further training of teachers in general compulsory schools.
(b) Training of primary school teachers to become upper primary and special school teachers, or teachers at polytechnic courses, respectively.
(c) Empirical research in the field of education.

4. The institute carries out the initial training of upper primary school teachers, special school teachers, and teachers at polytechnic courses in Upper Austria. It cares for the further training of teachers in general compulsory schools.

5. *Staff :*

Full-time : 2.
Part-time : 1 and 173 honorary collaborators.
Researchers : 11.

6. *Total budget :*

1966	Funds by the Federal Ministry of Education	A.S.	215,636
	Funds by the Province of Upper Austria	A.S.	160,000
1967	Funds by the Federal Ministry of Education	A.S.	251,368
	Funds by the Province of Upper Austria	A.S.	118,600
1968	Funds by the Federal Ministry of Education	A.S.	345,415
	Funds by the Province of Upper Austria	A.S.	140,000

7. *Main fields of research activity :* School performance and its connections with milieu, intelligence, etc. ; recruitment of young teachers and training of teachers.

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

1. *Schulleistung - Milieu - Intelligenz (School Performance - Milieu - Intelligence).*

Researcher : Univ. Doz. Rudolf WEISS.
Time spent : Five years.

Bibliographical references :

Rudolf WEISS, " Zenzur und Zeugnis " (Classification and School Report) (1965),
Erich SPERRER, " Milieu und Schultypen " (Milieu and School Types) (1967),
Rudolf WEISS, " Leistungsbeurteilung durch Ziffernnoten " (Assessment of Performance by Figures as Marks) (1968),
Rudolf WEISS, " Intelligenz und Schultypen " (Intelligence and School Types) (in preparation).

Purpose : To determine the influence of milieu factors on school performance.

Procedure : Empirical-statistical procedure.

Conclusions : Important influence of variable factors of milieu on school performance. Low reliability in the grading of performance by means of figures as marks.
Small relationship between school performance and intelligence performance.

D. *Major research projects in progress*

1. *Lehrernachwuchs — Lehrermangel — Lehrerbildung — Lehrerpersönlichkeit (Young Teachers — Shortage of Teachers — Training of Teachers — Personality of the Teacher).*

Researcher : Univ. Doz. Dr. Rudolf WEISS.

Starting Date : May 1964.

Probable completion date : 1970.

Purpose : Analysis of the structure of the supply of young teachers as a help in obtaining a qualitatively and quantitatively adequate supply of young teachers.

Procedure : Empirical-statistical procedure.

Anticipated conclusions : Better information concerning effective publicity for the teaching profession.

No. 11

Name :	PÄDAGOGISCHES INSTITUT SALZBURG (INSTITUTE OF EDUCATION, SALZBURG)
Address :	Universitätsplatz 1, A-5020 Salzburg
Director :	Hofrat Dr. Ferdinand PRILLINGER, Headmaster of the Federal Grammar School for Teachers.

A. *Historical*

Founded in 1956 on the initiative of the Provincial School Inspector.

The reason for the foundation was the necessity to provide for further training of teachers.

B. *Organization and programme*

1. Independent institute.
2. Governing board consists of representatives of the Provincial School Board and of the Provincial Diet.

   Function of the governing board :

   — Decisions concerning financial matters ;

   — Authorization of the working programmes ;

   — Authorization of the annual accounts.
3. The institute maintains branch offices with each district school board of the Province of Salzburg.
4. Further training of teachers.
5. *Staff :* 3 (full-time), numerous part time collaborators.
6. Total *budget* in

1966 :	A.S.	350,000
1967 :	A.S.	490,000
1968 :	A.S.	500,000

Sources of finance : Provincial and Federal governments.

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

See the following list of publications of the institute since 1966.

Vol. 20 : Müller Herrmann-Proprenter Kurt : " Die Hauptschule auf dem Lande (im. Bundesland, Salzburg) " (The Upper Primary School in Rural Areas [in the Federal Province of Salzburg]) — Salzburg 1966, 104 p.

Vol. 21 : Laireiter Matthias : " Die Fremdversorgung der Jugend " (The Care for Youth in Non-Family Organizations) — Salzburg 1966. 99 p.

Vol. 22 : Held Anton : "Atomphysik und Astronomie — Unterrichtshilfen" (Nuclear Physics and Astronomy — Instructional Aids) — Salzburg 1967. 48 p.

Vol. 23 : Faltner Leopold : "70 Jahre erlebter Methode und Pädagogik" (70 Years Experience of Method and Pedagogics) — Salzburg 1967. 59 p.

Vol. 24 : "Schule und Wirtschaft. Beiträge für den wirtschaftskundlichen Unterricht und für die Wirtschaftserziehung an allgemeinbildenden höheren Schulen" (School and the Economy. Contributions to Economic Instruction and to the Economic Education in General Secondary Schools) — Salzburg 1968. 195 p.

Vol. 25 : Hörburger Franz : "Geschichte der Salzburger Lehrerbildung" (History of Teacher Training in Salzburg) — Salzburg 1968. 67 p.

Vol. 26 : Held Anton : "Experimente zur Molekularphysik — Molekularkräfte. Unterrichtshilfe und Anleitungen zu systematischen Versuchen" (Experiments in Molecular Physics — Molecular Forces. Instructional Aid and Directives for Systematic Experiments) — Salzburg 1968. 32 p.

Vol. 27 : Schmidhuber Josef : "Soziotest und sozio-therapeutische Maßnahmen der Pflichtschulklassen" (Sociotest and Socio-therapeutical Measures of Compulsory School Classes) — Salzburg 1968. 52 p.

No. 12

Name : PÄDAGOGISCHES INSTITUT GRAZ
(INSTITUTE OF EDUCATION AT GRAZ)
Address : Hasnerplatz 11, A-8010 Graz.
Director : Oberschulrat Dr. Walter PIETSCH.

A. *Historical*

Year of foundation : 1947.

The Institute was founded on the initiative of the Provincial School Board for Styria, as an institution for further training of compulsory school teachers.

B. *Organization and programme*

1. The Institute of Education at Graz is an independent institution.

2. The Institute has no directing or governing board, but all questions in connection with the further training of teachers are discussed with the competent provincial school inspectors of the compulsory schools.

3. At present the Institute is not divided into any sections or units.

4. The main task of the Institute, according to the motives leading to its foundation, is the further training of compulsory school teachers in Styria.

5. Present size of staff : 1 director (full-time) ; part-time collaborators ; one part-time secretary.

6. Total *budget in*

1966 :	A.S.	383,000
1967 :	A.S.	302,000
1968 :	A.S.	267,500

The main sources of finance are Federal government, Provincial government and contributions of course participants.

7. Research activity in the field of performance assessments at compulsory schools.

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

1. *1. und 2. Schulstufe als Bildungseinheit (Versuchsschularbeit) (First and Second Forms as an Educational Unit. - Scholastic experiment).*

Researchers : Prof. Dr. Fritz WOLF, Provincial School Inspector, and Dr. Guido SCHOBER, District School Inspector.

Time spent : 2 school years.

Bibliographical reference : On the results of the scholastic experiment in the study year 1966/67 a report was given in the educational journal " Unser Weg " (Our Way), vol. 10/67 (Verlag Leykam, Graz). On the results of the scholastic experiment in the school year 1967/68 a report will probably be given in volume 10/68 of the educational journal " Unser Weg " (Our Way).

Purpose : Determination and promotion of pupils with belated development within the scope of a differentiated form of instruction.

Procedure : Carrying out the school maturity test, preparation of a structural picture of the class in 5 performance groups, class analyses at the end of the semester and the school year on the basis of criteria for the individual performance groups.
Working out criteria for the classification of pupils.

Conclusions :

(a) Intensification of a differentiated form of instruction on the basis of performance groups.
(b) Abolition of grading by figures after the first semester of the first form.

2. *Sozial- und Wirtschaftskunde an der Volksschule im Unterrichtsgespräch. (Fortführung der Versuchsarbeit in der Steiermark). (Instruction in Economics and Sociology in the Primary School by way of Discussion between Teacher and Pupil. - Continuation of the Experimental Work in Styria).*

Researcher : Oberschulrat Hans MÜLLER.

Time spent : 2 school years.

Bibliographical reference : Special issue of the education journal " Unser Weg " (Our Way) 9/1966.

Purpose : Carrying out a programme of instruction in sociology and economics in the primary schools.

Procedure : Recording of discussions between teacher and pupils, whereby it was possible to compare the frequency of teacher's and pupils' questions with the total number of statements made.

Conclusions :

The importance of the intensification of discussion between teacher and pupils has been demonstrated.

D. *Major research projects in progress*

1. *1. und 2. Schulstufe als Bildungseinheit. (Fortführung des Schulversuches). (First and Second Forms as an Educational Unit. - Continuation of the scholastic experiment).*

Researchers : Prof. Dr. Fritz WOLF, Provincial School Inspector, and Dr. Guido SCHOBER, District School Inspector.

Timing : Autumn 1967 - July 1970.

Purpose : New determination of the pupils with a belated development on a broader basis and foundation of the educational consequences with the aim of leading these pupils towards upper primary school maturity.

Procedure : As in the school years 1966/67 and 1967/68.

Anticipated conclusions : The results of the study will show that the number of pupils having to repeat one year in the first two forms can be reduced provided that a differentiated type of instruction, according to performance groups, is introduced in these forms.

No. 13

Name : PÄDAGOGISCHES INSTITUT FÜR TIROL
(INSTITUTE OF EDUCATION FOR TYROL)

Address : Neues Landhaus,
A-6020 Innsbruck.

Director : Regierungsrat Heinrich KOTZ.

A. *Historical*

Founded in 1951, on the initiative of the District School Inspector, to promote further training of compulsory school teachers.

B. *Organization and programme*

1. The Institute of Education for Tyrol is an independent institution.
2. The institute has a supervisory organ for financial matters, viz. the advisor of the Provincial Government for questions concerning the schools, who has to authorize expenditure.
3. Courses for all categories of compulsory school teachers.
4. Total *size of staff :* 2 (full-time, one director and one secretary) ; part-time collaborators.
5. Total *budget :*

		Federal	Provincial
		Government	
1966 :	A.S.	193,800	130,312
1967 :	A.S.	186,400	165,675
1968 :	A.S.	191,000	120,600

6. Main fields of research activities : The school child in physical and mental respects ; family and environment.

C. *Major research projects reported in the academic years 1966/68*

1. *Milieusoziologisches Soziogramm über den B-Klassenzug der Hauptschule (Milieu-sociological sociogram on the B-stream of the upper primary school).*

Researcher : Klaus BLAAS.
Purpose : Better knowledge of pupils ; correct educational measures.
Procedure : Observation and investigation.
Conclusions : Recommendation for changes in educational pratice, viz. the application of suitable educational measures.

2. *Der polytechnische Lehrgang : Wie denken die Schüler, die Lehrer und die Eltern darüber ? (The polytechnic course : What is the opinion of the pupils, teachers and parents of this course of study ?)*

Researchers : Regierungsrat H. KOTZ and Karl KIRCHMAIER, upper primary school headmaster.
Time spent : Four months.
Purpose : To gain knowledge of opinions held with regard to the polytechnic course in Tyrol.
Procedure : Inquiry by means of questionnaires.

3. *Die personelle und unterrichtliche Situation an Tiroler Hauptschulen. (The situation of personnel and instruction in the upper primary schools of Tyrol).*

Researcher : Oberschulrat Konrad FICHTL, district school inspector.
Time spent : Three months.
Purpose : Acquaintance with the factual situation in the province of Tyrol.
Procedure : Questionnaires to all upper primary school headmasters of Tyrol.
Conclusions : Determination of the size of staff necessary for increase in the subject groups and introduction of optional subjects.

4. *Lernerfolg an der Pflichtschule in Tirol. (Study Success in the Compulsory Schools of Tyrol).*
Researcher : Prof. Dr. Werner Gutmann, head of the Service of Educational Psychology and the Pedagogical-Psychological Seminar of the Institute.
Purpose : Acquaintance with pupils' performance.
Procedure : Evaluation of the statistical school forms.
Conclusions : Recommendations for changes in educational practice, viz. how the problem of pupils having to repeat one year can be solved.

D. *Major research projects in progress.*

1. *Was tut der polytechnische Schüler in der Freizeit ? (What does the pupil of the polytechnic course do during his leisure-time ?).*

2. *Das Fahrschülerproblem. (The problems of pupils travelling daily to school).*

3. *Wie denken die Hauptschullehrer selbst über die Schüler des B-Klassenzuges ? (What are the opinions of the teachers in upper primary schools of pupils in the B-stream ?).*

No. 14

Name : PÄDAGOGISCHES INSTITUT DER STADT WIEN
(INSTITUTE OF EDUCATION OF THE MUNICIPALITY OF VIENNA)
Address : Burggasse 14/16
A-1070 WIEN
Director : Dr. Hermann SCHNELL, provincial school inspector

A. *Historical*

Founded in October 1868, as educational institute (" Pädagogium ") of the commune of Vienna.
The plan for the foudation was conceived in the early 1860s in the school division of the Vienna Municipal Council.
The reason for the foundation of such an institute was the endeavour of the municipal administration to raise the general level of education through better trained teachers.

B. *Organization and programme*

1. The Institute of Education of the Municipality of Vienna is a municipal institution which, in scientific matters, is independent.

2. The institute has no governing board. It is headed by a director and a deputy director, both of whom are appointed by the Mayor of Vienna.

3. The institute is divided into two departments and a library. One department handles lectures, seminars and courses for the further training of teachers, the second department deals with empirical research in the field of education.
The Institute of Education has a library of 152,000 volumes.

4. On the basis of the School Act of 1962 the institutes of education in Austria are devoted to further training of teachers. Furthermore, the institutes prepare primary school teachers for the teaching diploma in upper primary schools, special schools and the polytechnic courses. All these tasks are fulfilled by the Institute of Education for the Vienna District.

5. Present size of staff :
(a) Full-time : 11.
The full-time staff members are employees of the Municipality of Vienna and handle administrative tasks.
(b) Part-time : 1 director, 1 deputy director and 150 lecturers.
The part-time employees are teachers and are active in educational research only to a very limited degree. These are : officials of the school inspectorate, teachers at the teacher-training colleges, the general secondary schools and the general and vocational compulsory schools.

6. Total *budget* in

1966 : A.S. 2,570,000.—
1967 : A.S. 2,710,000.—
1968 : A.S. 3,030,000.—

The budget is a part of the total budget of the Municipality of Vienna, authorized by the Municipal Council of Vienna.

7. The Institute of Education deals mainly with empirical work in educational psychology and educational sociology.

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

Note by the Secretariat

The Institute has reported in detail on its major research projects since 1956 thereby stressing the continuity of its research. The limited space available for reprinting made it necessary to exclude all projects undertaken before 1966 and to shorten the reports on the projects carried out since 1966 and in progress.

1. *Kind und Geld (The Child and Money).*

The child and its relationship towards money was the central theme of a study carried out in several schools of Vienna. 1908 children from 10 to 15 years old were presented with 22 questions which, inter alia, related to pocket money, saving habits and the use of money available to them.

The results are representative for children of the fourth primary school class and for upper primary school pupils of both streams. The random samples included 72 school classes of the 23 municipal districts of Vienna.

Publication :

Franz BEER and Norbert KUTALEK : *Geld in Kinderhänden. Eine empirische Untersuchung zum Verhältnis von Kind und Geld. (Money in Children's Hands. An Empirical Study Concerning the Relationship of the Child Towards Money).* Verlag für Jugend und Volk, Vienna 1966.

2. *Reihenuntersuchung über Häufigkeit und Erscheinungsformen der Legasthenie (Serial Study Concerning the Frequency and the Manifestations of Legastheny).*

Following up on several publications by Dr. L. SCHENK-DANZIGER since 1960, two projects are being undertaken at present :

(a) *Untersuchung über die Wirkung von Vorübungen zur Rechts-Links-Orientierung auf die Häufigkeit von Reversionen beim Lesen und Schreiben im 1. Schuljahr. (Study of the effect of preliminary exercises for right-left orientation upon the frequency of reversions in reading and writing in the first school year).*

(b) *On reading maturity :* Performance analysis in the case of 200 children who were not able to follow instruction in reading in the first school year.

D. *Major research projects in progress*

1. *" Repetentenerhebung " (Study Concerning Pupils Having to Repeat One Year).*

At the end of the school year 1962/63 the Institute, in cooperation with and on the authorization of the Municipal School Board of Vienna, carried out a study concerning pupils having to repeat one year in general compulsory schools. The material gained by this study helped to elucidate the manifold reasons for pupils having to repeat a year and constituted a contribution towards the solution of the problems arising from this.

After the termination of the study a publication is envisaged.

2. *Die Struktur der ersten Volksschulklassen. (The Structure of the First Forms of Primary School).*

In past years a number of problems, arising during the first year in primary school (entry into the school, placing a child one year back, pre-primary school classes, etc.), have been discussed in detail. In spite of this a relatively large number of newcomers to the school have difficulties which can, at least partly, be prevented by pedagogical and organizational measures.

It is true that although the available statistical material contains a variety of information, it is insufficient for certain, more differentiated problems. Many educational problems, however, can be solved only if adequate statistical material is at hand. It seemed necessary, therefore, to carry out such a study.

In this context a study *Erhebung über die Versuchsarbeit in Vorschulklassen (Study on the Experimental Work in Pre-Primary School Classes)* is being carried out.

3. *Die Studierenden der Wiener Lehrerbildungsanstalten (The Students at the Teacher-training Establishments of Vienna).*

At present the preliminary studies for this project are being carried out. The empirical are to be undertaken later on, this is the last period in which information can be collected concerning the students at the teacher-training establishments (Lehrerbildungsanstalten). In this connection the question concerning the social origin of young teachers is of particular interest, because it is expected that, with the reform of teacher training, the recruitment area for the profession of the compulsory school teacher will change. The extent and the type of this change are important in many respects — publicity for the teaching profession, relationship between teacher, parents and pupils etc. — and should be empirically determined in as exact a manner as possible.

4. *Der Nachhilfeunterricht in den Wiener Schulen. (Coaching in the Schools of Vienna).*

At present the preliminary studies for this projects are being carried out. The empirical investigations are intended to determine the extent of coaching in the individual types of school and in the individual grades, in order to render corresponding measures possible.

No. 15

Name :	BERUFSPÄDAGOGISCHES INSTITUT DES BUNDES IN WIEN (FEDERAL INSTITUTE OF VOCATIONAL EDUCATION IN VIENNA)
Address :	Neustiftgasse 95-99, A-1070 Vienna.
Directors :	Dipl. Ing. Dr. Walter BRANDSTETTER, Director of Technologisches Gewerbemuseum ; Oberstudienrat Dr. Karl SMETANA, Director of the Federal Institute of Vocational Education in Vienna.

A. *Historical*

1. Year of foundation : 1966 ; year of coming into operation : 1968.
2. Founded on the initiative of the Federal Ministry of Education.
3. Reasons for foundation : Intensification of teacher training and further teacher training. Beginning of research activities concerning the vocational school system.

B. *Organisation and Programme*

1. The Federal Institute of Vocational Education in Vienna is affiliated to the secondary vocational school " Technologisches Gewerbemuseum ", and placed under the supervision of the Federal Ministry of Education. One of the educational researchers is assistant at the Institute of Education of the University of Vienna.

2. The Institute has a directing board.

3. Divisions for teacher training and further training of teachers, subdivided into groups for technical and trade schools, commercial schools and schools for women's occupations. There is also a division for empirical research in the field of vocational education.

4. *Size of staff :* full-time 2, part time 6 (whereof 3 researchers).

5. The special *budget,* only for 1969, will provide 1,3 million Austrian schillings for personnel and 1,1 million Austrian schillings for material.

6. Research activities in the field of vocational education.

C. *No research projects in the academic years 1966/67 and 1967/68.*

D. *Major Projects in Progress*

1. *Belastung der Schüler durch die hohe Zahl von Unterrichtsstunden an Technischen, Gewerblichen und Frauenberuflichen Lehranstalten — Versuch der Herstellung eines richtigen zahlenmässigen Verhältnisses zwischen den theoretischen und den praktischen Unterrichtsgegenständen (Overburdening of Pupils by the great number of lessons at Technical and Trade Schools and Schools for Women's Occupations — Attempt at establishing a good numerical proportion between the theoretical and the practical subjects).*

2. *Unterricht und Wirtschaftspraxis in bezug auf das Kaufmännische Schulwesen (Teaching and Practice in Economics with regard to the Commercial Schools).*

3. *Geschichte des berufsbildenden Schulwesens mit besonderer Berücksichtigung der pädagogischen Aspekte (History of the Vocational School System with Special Regard to the Educational Aspects).*

4. *Verwendung von Fremdsprachen durch die Absolventen der Technischen und Gewerblichen Lehranstalten (Use of Foreign Languages by the Graduates of Technical and Trade Schools).*

Researchers responsible for the four above mentioned research projects :
Universitätsassistent Dr. Joseph THONHAUSER, Dr. Roswitha KIRK, Dr. Liselotte BUZIKIEWICZ.

Starting date : October 1968.

Will be completed within one year.

Purpose of projects : Collection of documentation for the Federal Ministry of Education especially with a view to reform of curricula.

Procedure : Case analysis and questionnaires.

Anticipated conclusions : The new curricula for secondary commercial schools, which will be published within a short time, will avail themselves of the conclusions of the research on Teaching and Practice in Economics.

No. 16

Name : INSTITUT FÜR BILDUNGS- UND BERATUNGSFORSCHUNG (INSTITUTE FOR EDUCATIONAL AND TECHNICAL ASSISTANCE RESEARCH).

Address : Liebiggasse 4, A-1010 Vienna
from January 1st, 1969 :
Schottenbastei 6, A-1010 Vienna

Directors : Chairman : Director-general Dr. Kurt RISCHKA,
Business manager : Dkfm. Walter CZERNY.

A. *Historical*

The Institute for Education and Technical Assistance Research, in the form in which it exists today, was founded in the course of the re-organization of the previous Institute for Qualitative Social Policy in March 1967, which had existed since 1956. The main reason for the foundation of the Institute for Educational and Technical Assistance Research was the endeavour to promote research in the field of education. The Institute will stimultate educational research in Austria particularly at the scientific institutions of higher learning. In addition to this, the Institute tries to carry out research projects of its own.

B. *Organization and programme*

1. The Institute is an independent institution which maintains close contacts with the respective domestic and foreign university institutes, and with other research institutes. The advisory board of the institute includes chair-holders of all Austrian institutions of higher learning.

2. The Institute has a board of managers (this board of managers can be regarded as a supervisory or administrative organ) and a scientific board of curators which is presided over by Univ. Prof. Dr. Stephan KOREN, the Federal Minister of Finance, and at the same time chair-holder at the Vienna School of Economics and Business Administration. The board of curators has the task to decide upon the promotion of scientific projects. The executive power is exercised by a small executive committee, which consists of several members of the board of managers.

3. The Institute is divided into a number of divisions which are called work-groups. At present there is a Work-group for Programmed Instruction and another for Questions of Technical Assistance. Further work-groups for educational planning and education and the economy are in the planning stage.

4. The institute participates in the further training of teachers in that it conducts a course (1 year) for educational research. The course was conducted for the first time in 1968 and takes place at the Institute of Education of the University of Vienna. Lecturers include teachers at institutions of higher learning and other experts.

5. At present the staff of the Institute includes 2 scientific employees, 2 administrative employees, and 2 typists.

6. Total *budget* in

1966 :	A.S.	100,000
1967 :	A.S.	150,000
1968 :	A.S.	1,500,000

Mainly grants by the Federal Governement and by the Provinces.

7. At present the research activity of the institute comprises mainly questions of programmed instruction and questions of technical assistance.

No. 17

Name : INSTITUT FÜR BILDUNGS- UND BERATUNGSFORSCHUNG/ARBEITSKREIS FÜR PROGRAMMIERTE INSTRUKTION.
(INSTITUTE FOR EDUCATIONAL AND TECHNICAL ASSISTANCE RESEARCH/WORK-GROUP FOR PROGRAMMED INSTRUCTION).

Address : Liebiggasse 4/9, A-1010 Vienna.

Directors : Dkf. Adalbert G. HOLZER (Chairman of the Work-group for Programmed Instruction).
Karl Josef PARISOT (Secretary of the Work-group for Programmed Instruction).

A. *Historical*

Founded at the end of 1967, to cope with the pent-up demand in the field of programmed instruction.

B. *Organization and programme*

1. The Work-group for Programmed Instruction is part of the Institute for Educational and Technical Assistance Research.
2. There exists a directing committee.
3. Present *size of staff :* full-time : 2
   part-time : 2
   Researchers : full-time : 1
   part-time : 1
4. No separate *budget* in 1968.
5. *Main fields of research activity :* Programmed instruction, cybernetic pedagogics.

C. *Major research projects reported in the academic years 1966/67 and 1967/68 :* —.—

D. *Major research projects in progress*

1. *Untersuchungen zur kybernetischen Pädagogik (Studies on Cybernetic Pedagogics).*
Researchers : FLURSCHÜTZ - RIPOTA.
Starting date : April 1968.
Probable completion date : December 1968.
Purpose : To investigate repetition figures of basal words.
Procedure : Formulation of hypotheses, empirical investigation and checking.
Further projects.

2. Preparation of a *teaching programme on " mathematical problems "* and preparation for publication.

3. Seminar " *Cybernetic Pedagogics* " - preparation of a publication on this subject.

4. Preparation of a seminar : *Programmed Instruction for Developing Countries.*

5. Preparation of the *7th International Symposium on Autotutors* of the German Society for Programmed Instruction, April 8 to 12, 1969.

No. 18

Name : INSTITUT FÜR VERGLEICHENDE ERZIEHUNGSWISSENSCHAFT. (INSTITUTE FOR COMPARATIVE EDUCATIONAL SCIENCE).
Address : Kaigasse 8/I.
Post-office Box 59.
A-5010 Salzburg.
Director : Univ.-Prof. Dr. Leopold PROHASKA.

A. *Historical*

Founded in 1946, on the initiative of Univ.-Prof. Dr. Friedrich SCHNEIDER to promote international relations in educational science as an avenue towards international understanding and the extension of comparative educational studies.

B. *Organization and programme*

Since 1961 the Institute for Comparative Educational Science has belonged to the International Research Centre (Internationales Forschungszentrum), Salzburg, Moenchsberg 2.

Every year the institute holds an international work-meeting on education (500 to 600 participants from the German-speaking countries of Europe) and every year a symposium for scientists from the home country and from foreign countries (ca. 30 participants).

Present *size of staff :* 5 (full-time : 3, part-time : 2, researchers : 3).

Main *source of finance :* " Katholisches Hochschulwerk " (Catholic Establishment for the Promotion of Higher Learning), formerly " Katholischer Universitätsverein " (Catholic University Association).

Subsidies for the meetings or for educational advice : Federal Ministry of Education, Salzburg Provincial Government, Caritasverband (Catholic Charity Association) of Austria with Upper Austrian Provincial Government.

Main fields of research activity : Pedagogics ; educational advice with the application of tests (Rorschach test supplemented by Roemer test and spirograph (separately constructed apparatus).

D. *Major research projects reported in the academic years 1966/67 and 1967/68 and in progress*

Research on the relationship between course of the test and breathing curve. The investigations are going on.

No. 19

Name :	FORSCHUNGSSTELLE FÜR PROGRAMMIERTEN UNTERRICHT IM ÖSTERREICHISCHEN BUNDESVERLAG. (RESEARCH CENTRE FOR PROGRAMMED INSTRUCTION IN THE PUBLISHING HOUSE ÖSTERREICHISCHER BUNDESVERLAG).
Address :	Schwarzenbergstrasse 5. A-1010 Vienna.
Director :	Dr. Peter LALICS, head of the Österreichischer Bundesverlag.

A. *Historical*

1. Year of foundation : 1965.
2. Foundation on private initiative.
3. Reasons for foundation : Necessity for research and development in the field of programmed instruction ; absence of such an institution in Austria.

B. *Organization and programme*

1. The Research Centre is established within the framework of the publishing house Österreichischer Bundesverlag.

2. No directing, governing or advisory board.

3. The Research Centre deals exclusively with programmed instruction and, therefore, is not subdivided into individual sections.

4. It participates

— in the training of teachers by lectures at the university and at the teacher-training colleges ;

— in the further training of teachers by an extensive lecturing activity of the members of the Research Centre ;

— furthermore, a journal for programmed instruction and autotutors (Zeitschrift für Programmierten Unterricht und Lehrmaschinen) is published.

5. Present *size of staff :* Three permanent scientific staff members in part-time employment ; several free-lance scientific workers and assistants.

6. The *budget* of the Research Centre is part of the total budget of the Österreichischer Bundesverlag.

C. *Major research projects reported in the academic years 1966/67 and 1967/68.*

1. *Lehrprogramme und Lehrmaschinen (Teaching Programmes and Autotutors).*

Researchers : Dr. Walter SACHERS and Dr. Hans BURGER.

Time spent : 9 months. Study for internal use.

Purpose : Determination of the possibilities of using programmed instruction in Austria.

Procedure : Comparative study of the available literature and of the curricula ; interviews with teachers.

Conclusions : The project investigated the use of teaching programmes, first of all in book form, and the points of emphasis in their use, aiming at an improved permeability of the school system.

D. *Major research projects in progress*

1. *Entwicklung von Lehrprogrammen für Schulen (Development and Preparation of Teaching Programmes for Schools).*

AUSTRIA

No. 20

Name : FORSCHUNGSKREIS PROGRAMMIERTER UNTERRICHT IM VERLAG CARL UEBERREUTER.
(RESEARCH GROUP ON PROGRAMMED INSTRUCTION IN THE PUBLISHING HOUSE CARL UEBERREUTER).

Address : Alserstrasse 24.
A-1090 Wien.

Director : Dr. Heinz SCHOLZ.

A. *Historical*

Founded in 1965, on the initiative of the Publishing House Verlag Carl Ueberreuter. The motive for the foundation was to examine to what extent programmed instruction can be included in the educational programme that is realized by the Ueberreuter educational books.

B. *Organization and programme*

1. The research group is an independent institution on a company basis.
2. There is no directing, governing or advisory board.

3/5. The research group is an informal association of authors of programmes, of specialists and interested persons, as well as of teachers from compulsory schools and general secondary schools.

6. The *costs are covered* by the Verlag Carl Ueberreuter.
7. The studies of the research group are aimed at direct school practice and publishing practice.

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

Since 1966 the following questions have been studied :

(a) Considering the present school situation, which kind of programme is most suitable for instruction. This is a study relating to the set-up, the size and the permissible cost of programmes.

(b) In what way can the results gained from (a) be transformed most economically into the publishing pratice.

(c) What obstacles and difficulties arise in the use of programmes in school practice theoretically established advantages of programmed instruction.

(d) How can programming authors best be trained.

(e) What obstacles and difficulties arise in the use of programmes in school practice.
Responsible : Dr. Heinz SCHOLZ.

On the basis of the experience gained under item (a) programmes were produced which were tested in school practice in all Federal provinces of Austria. The testing was preceded by introductory lectures delivered by school inspectors and teachers. The results gained served the improvement of the newly edited test material.

The *result* of the work done so far can be said to be the following : Considering the present school situation, the results which scientific theory has obtained on programmed instruction can only be realized if the following points are taken into consideration :

(a) In the case of a rigid annual class system, conventional grading and curiccula which are prescribed by law and fixed for the individual years, particularly those programmes can successfully be used in school practice which, by their size and selection of subject matter, follow the points of emphasis of the curriculum.

(b) The purchase price has to be within reasonable limits and, in any case, has to be far below the average price of a school textbook.

(c) The teachers have to be informed in a suitable way on the theory and practice of programmed instruction.

D. *Major research projects in progress*

Continuation of the projects started. Intensification of international cooperation by the exchange of tested and successful teaching programmes.

Emphasis on the problems of educational practice.

FINLAND

PART I

GOVERNMENTAL ACTIVITIES

I. *Fields and agencies*

The Research Council for Social Sciences (Yhteiskuntatieteellinen toimikunta), which is one of the six research councils subordinate to the Ministry of Education, decides on the order of priority of research projects in the field of education and on the allocation of funds for such projects. Like that of all the other research councils, the purpose of the council is to prepare plans for the Ministry of Education for the development of research in its respective field, to support outstanding research programmes and to initiate such programmes, as well as to propose the practical application of research results. The Chairman and the members of the council are qualified researchers in the various fields of social sciences. The Research Council for the Humanities deals also, to some extent, with matters related to Educational Research.

The Centre for Educational Research (Kasvatustieteiden tutkimuslaitos), which is attached to the University of Jyväskylä, became a national research institute in 1968 (see Part II). The purpose of the Centre is :

a) to conduct basic educational research and to undertake educational research of practical application,

b) to carry out educational research projects and investigations at the request of educational authorities for the purposes of the said authorities,

c) to promote the development of instruction in pedagogic subjects and of educational research in the universities, and of university pedagogics in general, and

d) to provide information, both in Finland and abroad, about educational research.

The Ministry of Education appoints two of the seven members of the Centre's board.

The National School Board (Kouluhallitus), which is a central administrative board under the Ministry of Education, has a *planning* and a *research committee* which suggest research projects to various research institutes, and controls research activities. In 1966 a *planning bureau* was established in the National School Board. The planning bureau, which consists of a working group directly under the Director General, carries out research projects and plans the execution of such projects in co-operation with research institutes.

The Finnish Society for Educational Research (Suomen Kasvatustieteellinen Seura) also promotes educational research.

Some other bodies, such as *the Finnish Population and Family Welfare League* (Väestöliitto) and *the Union of Rural Municipalities* (Maalaiskuntien Liitto) have also conducted educational research mainly referring to the reform of the Finnish school system and school planning.

II. *Co-ordination*

The Research Council for Social Sciences and the *Centre for Educational Research* also act as national co-ordinators for educational research.

The National School Board arranges joint conferences for researchers and education authorities in order to co-ordinate their activities.

III. *Finance*

The Research Council for Social Sciences decides on the allocation of government grants for educational research purposes.

The Department for Higher Education and Research of the Ministry of Education also grants funds in casu for certain individual educational research purposes.

The Centre for Educational Research is Government financed.

The National School Board has a special allocation in its budget for educational research.

Private societies and foundations, e.g. the Society for the Advancement of Educational Research (Kasvatustieteiden edistämisseura) in Jyvälskylä, the Finnish Pedagogical Association (Suomen kasvotusopillinen yhdistys) in Helsinki, the Finnish Cultural Foundation (Suomen kulttuurirahasto), the Alli Paasikivi Foundation (Alli Paasikiven säätiö), also provide grants for educational research.

IV. *Information, dissemination and application*

The Finnish Society for Educational Research (Suomen Kasvatustieteellinen Seura) published in 1968 a list of educational research projects in progress in Finland in the spring of thath year. Henceforth, such a list will be prepared and published annually by the *Centre for Educational Research* (Kasvatustieteiden tutkimuslaitos) in Jyväskylä.

The *register* mentioned above has been distributed to various research institutes and administrative authorities.

One of the tasks of *the Centre for Educational Research* in Jyväskylä is to keep both researchers and educational and other authorities in Finland informed about the results of completed research.

The National School Board when necessary arranges information conferences at which the results of completed research are made known. School and education authorities and teachers are also informed at continuation courses of the results of recently completed research. The National School Board also issues two report series, one dealing with experimental educational activities, the other with research referring to educational planning.

The bodies mentioned above in the reply to item I have been the most efficient channels for the implementation of results of educational research in educational practice. Increasing attention is being paid to making research results accessible to teachers and administrative officials.

V. *Special fields*

While research into pedagogic history, which was formerly the main form of educational research in Finland, has lately been left more aside, the attention is now focused on the pedagogics of higher education, on the measuring of school results and problems related to curricula, learning processes and teacher training. Attention has also been paid to individualized education including enrichment programmes (for deprived children).

Due to the gradual transition to a new educational system, the so called basic school of a comprehensive type, increasing attention has lately been paid to experimental pedagogic research. The school reform will be implemented gradually during a period of ten years starting in 1970.

a) *The Centre for Educational Research* (Kasvatustieteiden tutkimuslaitos) : The present trends of the research projects undertaken by the Centre appear from the replies given in Part II.

b) *The National School Board* (Kouluhallitus) : The research activities of the National School Board centre at present on projects aiming at long-range educational planning and the collection of basic data on the school system :

- The preparation of a detailed working plan referring to the overall planning of the school system,

- An anaylsis of the need for teaching staff and a continuous checking thereof with the help of a card index of teachers,
- The co-ordination and development, in co-operation with the Central Statistical Office, of the annual collection of data on the school system undertaken by the Board, so as to meet the requirements of the basic school and the organization of the collection of data to make it adaptable to the new school system,
- A detailed investigation of the cost of education and the development of economic planning in the field of education,
- The compilation and development of a card index of school regulations in order to enable the Board to control and direct the municipalities more efficiently in their daily educational activities,
- The extension of all basic surveys and investigations to cover also adult education and popular education, as well as educational activities not subordinate to the National School Board,
- Investigations referring to the preparation of municipal school plans such as the drafting and testing of a purposeful planning form and the direction of the municipalities in the preparation of the transition to the basic school.

VI. *New Trends*

The development of the Centre for Educational Research in Jyväskylä into an efficient institute at the national level is expected to lead to some changes in the present organization of educational research.

PART II

ACTIVITIES OF EDUCATIONAL RESEARCH INSTITUTES

(1) Centre for Educational Research, Jyväskylä
(2) Institute of Education, University of Helsinki
(3) Institute of Education, University of Jyväskylä
(4) Institute of Education, University of Oulu
(5) Institute of Education, University of Turku
(6) Institute of Adult Education, Tampere
(7) Institute of Education, University of Tampere

No. 1

Name : KASVATUSTIETEIDEN TUTKIMUSLAITOS
CENTRE FOR EDUCATIONAL RESEARCH

Address : Jyväskylän yliopisto,
University of Jyväskylä, Finland

Director : Juhani KARVONEN, Doctor of Education

A. *Historical*

1. The institute was founded in 1957 on private initiative, on the basis of an interim report of the Jyväskylä University committee, and became a national research institute in 1968.

2. The need for a central institute for basic and applied research in education and for a clearing-house in educational matters had been felt for quite a long time, but the research programme necessitated by a comprehensive school reform forcefully brought this need to the fore.

B. *Organization and programme*

1. The institute is attached to the University of Jyväskylä and is directly subordinate to the central administration of the university. The staff has no teaching duties or other working obligations outside the institute.

2. The institute has a 7-member *board,* which consists of university faculty members and two other members appointed by the Ministry of Education representating educational research and public education. The board supervises the institute's activities and decides on research programmes and administration of finances.

3. At present the institute has no separate departments but as from 1969 it will gradually be divided into sections covering the various fields of educational research.

4. Teacher education does not fall within the institute's field of activities.

5. *Staff :* Permanent positions of the institute itself

director	1
researchers	4
researchers supported by outside finances	6
Full-time personnel, total	11
researchers (out of the 11)	10
part-time researchers, total	4

6. *Budget* (state finance)

1966 :	99 000 FMK
1967 :	106 000 FMK
1968 :	152 000 FMK

7. *Main fields of research activity :* Basic and applied research in education,
Measurement of school achievements,
Investigation of language development,
Development of methods for the measurement of ability and personality traits,
University-pedagogical research,
Research projects assigned by school authorities.

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

1. *Title of project : Kansakoulun oppilaiden persoonallisuuden piirteiden arvioiminen — The rating of personality traits of elementary school children.*

Project leader : Mr. Manu RENKO.

Duration of study : August 1965 — October 1966.

Publication : Report No 25/1966, Centre for Educational Research, 67 p. with English summary.

Project aims : The aim of the project was to evaluate teachers' ratings as a measurement of pupils' personality growth. The problems were the following :

(a) the reliability of teachers' ratings ;

(b) how boys and girls were rated on different traits ;

(c) what is the factor structure of teachers' ratings.

Methods : 35 traits were included in the study. About 50 teachers rated 955 pupils, age 9 years, in elementary schools, and about six months later the pupils were rated again by their new teachers. The reliabilities of ratings were calculated trait by trait for each pair of teachers. The reliabilities, standard deviations and means were also calculated separately for boys and girls. Factor analysis and rotation were carried out with 31 traits and sex as variables.

Results and conclusions : The average reliabilities were mainly .45 - .70. It was noticed that the girls were rated higher (socially more acceptable) in 19 traits at the significance level of 0.1 or 1 %. In factor analysis four factors were found : Responsibility, Extraversion-introversion, Adaptability or Masculinity-femininity, and Anxious conscientiousness.

Information concerning project : The report has been sent to school authorities and educational institutes. It has also been discussed at several teachers' meetings. Recommendations based on the study have also been broadcast by radio.

Recommendations : The reliability of ratings is so high in many traits and the rating so easy that schools might give ratings of the pupils' main personality traits until more objective measuring instruments are available for large-scale use.

2. *Title of project : 10-14-vuotiaiden lasten persoonallisuus-inventaario — Personality Inventory for 10-14-year-old Children.*

Project leader : Oiva YLINENTALO, M.A.

Duration of study : September 1965 — October 1966.

Publication : Centre for Educational Research, Report No 24/1966.

Project aims : The aim was to prepare a personality inventory for 10-14-year-olds.

Research design : Two questionnaires (Forms II A and II B) were presented to pupils in grades 4-7 in the primary school. Each of the questionnaires contained 80 items which measure personality traits. A factor analysis was carried out on the items of form II B in order to determine the basic structure. The factor loadings of the items of form II A were estimated by using " a short method for factor analysis " (Veikko Heinonen). The items were grouped on different scales on the basis of factor loadings.

Results and conclusions: As a result of factorization ten scales were obtained which measure basic traits of personality. The inventory contains 100 items, ten for each scale. When the scale scores were studied at various grade and age levels it could be noticed that as to the girls' personality the feeling of inferiority and anxiety intensified as a function of age. As for the boys' personality a rebellious way to react and traits of dominating behaviour became more evident in the upper grades, while a considerable decrease in responsibility and interest in school took place.

Information about project: The study has been reported (see above). A manual is under preparation. The inventory has been used in several research projects and it has also been presented at psychologists' and educators' conferences.

Recommendations: The study does not yield any recommendations to education and teaching. Rather, some of its by-results raise again the question how to activate and stimulate pupils in upper basic schools and how to create in them interest in school and school work.

3. *Title of project: The Structure, Arousal and Change of the Attitudes of Teacher Education Students.*

Project leader: Juhani KARVONEN, Doctor of Education.
Duration of study: 1965-1967.
Publication: Juhani KARVONEN : *The Structure, Arousal and Change of the Attitudes of Teacher Education Students.* Jyväskylä Studies in Education, Psychology and Social Research, 16, 1967.

Project aims: The purpose of the study was a) to develop a theoretical frame of reference for description of attitudes which could be fruitful in the search for solutions to the problems of teacher education, and b) to survey the attitude structures and changes of teacher education students. The theoretical framework was based on the ideas of *Heider* (1946), *Katz* (1960) and *Rosenberg* (1960).

Research design: The attitude structures and changes were studied by the cross section technique in four teacher training institutes. The subjects were students of two different courses in two teachers' colleges, which only accept students with a matriculation examination (upper secondary) and two teachers' seminaries, which accept students with a lower secondary diploma. Attitudes towards national defence, attitudes towards political activity and attitudes towards religion were investigated. Each attitude was measured in the affective, cognitive and action components.

Results and conclusions: The results showed that it seems reasonable to describe attitude as a system composed of three orthogonal components. The aroused attitudes were more consistent than nonaroused attitudes. The arousal scores in the attitude areas of national defence and political activity correlate with each other. The religious attitude area is independent of the others.

The attitudes of female students were more expressive than those of male students, the attitudes of male students were correspondingly more instrumental than those of female students. The attitude areas of college students were better structured. Seminary students had more positive attitudes towards national defence and religion than college students.

A new attitude measurement technique called *attitude differential* was presented.

Information about project: The project report has been published (see above). The main results have been described in two educational journals and at some educational conferences.

Recommendations: If we can say, in general, that female teachers' attitudes are more expressive than those of male teachers, and men's attitudes again are more instrumental, it may be significant in terms of the educational objectives of the school.

The interest areas of the teachers who gratuated from colleges are further differentiated. It has to be decided which distribution of interests is considered more desirable in terms of success in the teaching profession and this viewpoint must be taken into account when the type of training is discussed.

4. *Title of project : Kansakoulun alaluokkien persoonallisuss-inventaario — Personality Inventory for the Lower Forms of the Primary School.*

Project leader : Oliva YLINENTALO, M.A.

Duration of study : January 1965 — August 1967.

Publication : Centre for Educational Research, Report No 13/1965

Project aims : The aim was to prepare a questionnaire-type personality inventory for the lower grades of the primary school (7/9-year-olds).

Research design : Primary school 1-3 grade pupils were presented two questionnaires (I A and I B) each consisting of 80 items. The items of Form I A were factorized in order to arrive at the basic structure. Personality scales were constructed by selecting the items which best measure each factor. The items in Form I B were included in later data processing operations in order to be able to expand the scales. The grouping of Form I B items into various scales was based on the correlations between factor scores (Form I A items) and the items of the parallel version (Form I B).

Results and conclusions : A personality inventory consisting of 12 scales was constructed in order to be able to determine and measure the basic traits of personality. Each scale is measured by 9 items. The reliability of the scale was determined by three methods ; the mean split-half coefficient was .62, retest coefficient .60 (one year's interval), internal consistency .74. Norm data include the means and standard deviations of the scales and the percentile distributions separately for boys and girls. N=1600, factorization : a sample of 200 pupils, norm data : a sample of 500 pupils.

Information about project : Two reports have been published, Report No 13/1965 (see above) and the KTK Personality Inventory I, Manual, Centre for Educational Research Report No 32/1967. They include a description of scale construction, and a final inventory with norm data. The inventory has been presented at some psychologists' and educators' meetings.

5. *Title of project : The attitudes of the parents of 7-grade pupils in upper basic schools towards the choice of level courses in certain subjects.*

Project leader : Mr. Eino SUOMALAINEN.

Duration of study : November 1967 — May 1968.

Publication : Publications of the National School Board, Report No 9/1968.

Project aims : The aim was to investigate (1) the attitude of the parents of 7-grade pupils in upper basic schools toward different factors which determine the pupils' level course in languages and mathematics, and (2) the attitude differences by means of the parents' background variables.

Research design : A Likert-type attitude scale was used in the study which consisted of 25 items. A factor analysis yielded 7 scales. Attitude differences related to 12 background variables were studied by means of analysis of variance. N=969 (parents of 7-grade pupils).

Results and conclusions : The parents were favourably oriented toward the choice factors in school and they did not emphasize their own part in the choice of level courses. Significant attitude differences were detected in the following variables : the parent's education, source of information, interest in school reform, knowledge of school reform, the pupils' grade-point average, and the parent's age.

Information about project : The results have been published in a mimeographed report (see above), which has been sent to school authorities, teachers, and others interested.

Recommendations : The parents' positive attitude toward the choice situation in school should be taken advantage of when the school later has to change a pupil's obviously unrealistic choice of level courses.

6. *Title of project : Eri oppiaineiden suosio peruskoulussa — The popularity of various subjects in the basic school.*

Project leader : Pauli LAHTINEN, B.A., experiment and research assistant to the National School Board.

Duration of study : March 1968 — June 1968.

Publication : The popularity of various subjects in the basic school. Part I : The relationship between intelligence and popularity of compulsory school subjects. Publications of the National School Board, Report No 9/1968.

The popularity of various subjects in the basic school. Part II : The relationship between intelligence and elective subjects. Publications of *Central Board of Education.* Report No 10/1968.

Project aims : The aim has been to investigate the subject preferences of pupil groups of various ability levels.

Research design : Intelligence was measured with PMA-type factor test (Heinonen). Subject preferences were studied by means of a four-point scale. The data were processed by the analysis of variance (preference differences between groups) and t-test (preference difference within groups).

Results and conclusions : Differences exist between various ability groups in regard to subject preferences. As regards mathematical subjects they were most popular in the most talented pupil group while aesthetic subjects were most popular among the last talented pupils. A distinct preference hierarchy was observed in each ability group.

Information about project : The reports have been sent to school authorities, experimental basic schools, etc.

7. *Title of project : On the relations between the type of class, pupils' personality and certain variables of school life.*

Project leader : Pekka KÄPPI, M.A.

Duration of study : May 1968 — October 1968.

Publication : Publications of the National School Board, Report 12B/1968.

Project aims : The aim was to find out how the pupils in grade 7 of experimental basic schools (comprehensive schools) differ from each other when they are grouped according to the type of school and class which they attended during grades 1-6. The dependent variables were, besides the results of a personality inventory, the pupils' school achievements, choices of level course in certain subjects, and their attitude towards school.

Research design : The study forms a part of a larger follow-up study of experimental comprehensive schools (basic schools). The subjects were c. 1000 pupils in grade 7 in experimental basic schools. A fairly large number of data were obtained in 1967 by means of questionnaires, objective tests of intelligence, personality, and school achievement. Analysis of variance was the main statistical method employed.

Results and conclusions : The pupils who came to the large upper basic school (grades 7-9) from smaller schools (grades 1-6) were in grade 7 more sociable, more accomodating, more dependent on their parents, more conscientious and punctual with their school work than the pupils who came from larger lower basic schools. In reading tests the pupils from smaller lower basic schools were less successful in all subtests than the pupils from larger lower basic schools. As regards the choices of level course in the upper basic school the pupils from the smaller lower basic schools had chosen easier level courses in Swedish and mathematics but in English more difficult level courses than the pupils from larger lower basic schools.

Information about project : The results have been published in a mimeographed report series which is distributed to school authorities, teachers, and other people on request.

Recommendations : In smaller lower basic schools in the countryside more attention should be given to the cognitive side of teaching, while in the development of personality equally good or even better results are archieved in the said schools than in larger (more urban) schools.

8. *Title of project : Ruotsinkielen opetus kansakouluissa — Swedish in the Primary School.*

Project leader : Sauli TAKALA, B.A.
Duration of study : May 1967 — July 1968.
Publication : Publications of the National School Board, Report 13/1968.

Project aims : The aim was to evaluate the effects of the introduction of a modern foreign language into the curriculum of the primary schools (comprehensive schools) in Finland with special reference to the school achievements of a whole (non-selected) age group.

Research design : An objective multiple-choice test battery which consists of six different tests was administered to pupils at the grade level 5 and 6 in comprehensive-type schools. The pupils' verbal ability was also measured.

Results and conclusions : The data suggest that it is feasible to teach a foreign language to a whole heterogeneous age group. The average achievement was estimated satisfactory, but 20-30 % of all pupils had made a less promising start. Some pupils (estimated at 10 %) had made such modest progress that they are in need of intensive remedial teaching, or serious consideration may be given to the possibility of letting them drop language study and take up some other subject instead.

Information concerning project : A preliminary report has been submitted to central school authorities and school inspectors ; it has also been sent to teachers on request. Information has also been given at teachers' conferences, etc.

Recommendations : For the benefit of slow learners it is desirable to prepare additional learning material which is adapted to their performance level and which keeps up their motivation to study the language.

9. *Title of project : A comparative analysis of achievement in a foreign language in multiple grades and single grades of the comprehensive school.*

Project leader : Sauli TAKALA, B.A.
Duration of study : May 1967 — December 1968.
Publication : Publications of the National School Board, Report 12C/1968.

Project aims : The aim was to compare the achievement in Swedish (a foreign language) of pupils in single grades and multiple grades in Finnish comprehensive schools.

Research design : An objective multiple-choice test battery which consists of six different tests measuring primarily recognition and comprehension was administered to pupils in grades 5 and 6 in comprehensive schools. The pupils' verbal ability was also measured.

Results and conclusions : The data indicate that there are no appreciable differences between single grade and multiple grade pupils' school achievements in Swedish as regards recognition and comprehension.

Information about project : A report will be published either in late December 1968 or early January 1969 and it will be sent to central school authorities and school inspectors and, on request, also to other bodies and persons interested therein.

Recommendations : A further analysis of the problem is needed which would also pay attention to oral production.

10. *Title of project : Kansakoulunopettajain rekisteröinti — A Register of elementary school teachers.*

Project leader : Kalevi MESIMÄKI, B.A., assistant to the Planning Bureau of the National School Board.
Duration of study : November 1967 — May 1968.
Publication : Publications of the Planning Bureau of the National School Board, B 8 (1968).

Project aims : The aim was to deposit on a magnetic tape thorough data about all in-service and pre-service teachers and teachers temporarily unemployed. The data bank serves administrators, institutions and private persons as a systematic store of information concerning teachers. The register can itself be used for research purposes or as a part of research projects.

Research design : The data were collected by means of questionnaires and are stored on a magnetic tape. N=25 463.

Results and conclusions : Distributions of the total material are available and are published in the report. The register has also been used to investigate the teachers' salaries.

Information about project : The above-mentioned report has been sent to school authorities and all institutions and private persons who have requested a copy. The potential users of the register have been informed about the possible uses of it.

Recommandations : The data have not been analysed in detail. The possible recommendations will most likely pertain to teacher education and teacher salaries.

11. *Title of project : Oppikoulunopettajain rekisteröinti — A Register of secondary school teachers.*

Project leader : Kalevi MESIMÄKI, B.A., assistant to the Planning Bureau of the National School Board.

Duration of study : February 1968 — November 1968.

Project aims : The aim was to prepare a data bank which would contain thorough information about all secondary school teachers in service, in pre-service training, teachers temporarily not employed or employed in other types of schools. The register is primarily set up for the use of researchers and administrators.

Research design : The data were gathered by a questionnaire and they have been deposed on a magnetic tape. N=15 454.

Results and conclusions : Up till now no surveys or studies have been carried out on the basis of the register.

Information about project : The potential users of the register have been informed about the possible uses thereof.

12. *Title of project : Kielellinen kehitys ja kielen oppiminen — Linguistic development and language learning.*

Sub-project : Vajaamieliskouloulaisten lukemisen, kirjoituksen ja laskennon suoritukset suoritusten taso ja rakenne suhteessa visuaaliseen havaintokykyyn.
Reading, writing and arithmetic achievements of mentally retarded children, relation of level and structure to the development of visual perception.

Project leader : Olavi HIETALA, M. A.

Duration of study : $1^1/_2$ years.

Project aims : The aim was to investigate the performance level and structure in reading, writing and arithmetic of mentally retarded children in special schools and to study the connections between certain areas of visual perception disturbances (visuo-motor coordination, figure-background recognition, form constancy, position in space, and spatial relations) and the " three R " achievements of mentally retarded children.

Research design : The subjects were 127 pupils in schools for mentally retarded children, 66 of imbecile and 61 of debile level. The performance level and structure of both groups were observed. As measurement instruments were used ordinary school achievement tests, Lukila I (Tasola) and Frosting Developmental Test of Visual Perception. The pupils' intelligence and social maturity were also controlled.

Results and conclusions : Reading/writing and arithmetic formed two distinct factors in both pupil groups. Reading/writing and arithmetic were independent of intelligence in both groups. The effect of visual perception on school achievement increases from the debile group to the imbecile group.

D. *Major research projects in progress*

1. *Title of project : Kielellinen kehitys ja kielen oppiminen — Linguistic development and language learning.*

Sub-project : Oikeinkirjoitustaidon faktorirakenne IV luokalla — *The factor structure of spelling in grade 4 of the comprehensive school.*

Researchers : Juhani KARVONEN, Doctor of Education — Olavi TASOLA, M.A.

Duration of study : 1965 — 1968.

Project aims : The aim was to investigate the factor structure of spelling and to analyse specific spelling mistakes in grade 4 of the comprehensive school.

Research design : The factor structure of spelling has been analysed by applying the principle axis method on spelling skill variables. The subjects were 100 boys and 100 girls in grade 4 in urban schools.

2. *Title of project : Kielellinen kehitys ja kielen oppiminen — Linguistic development and language learning.*

Sub-project : Koulioukästen aktiivinen sanavarasto. — *Active vocabulary of school age.*

Researchers : Juhani KARVONEN, Doctor of Education — Kyllikki RÖMAN, M.A. — Annika TAKALA, acting professor — Oiva YLINENTALO, M.A.

Duration of study : —

Publication : KARVONEN — RÖMAN — TAKALA — YLINENTALO, Opettajan sanastokirja (A vocabulary manual for teachers), Department of Education, University of Jyväskylä, Report No. 19/1966.

Project aims : The aim was to map the active vocabulary of school children, to obtain the frequencies of words, and to study differences in vocabulary contents between various subgroups.

Research design : The children's vocabulary is studied on the basis of compositions written by them. Themes, 40 in all, cover a wide field of experience. Each theme is represented by approximately an equal number of compositions. The compositions have been analysed and word frequencies have been calculated in the total material and in some subgroups.

3. *Title of project : Kielellinen kehitys ja kielen oppiminen — Linguistic development and language learning.*

Sub-project : Lukutaidon rakenne ja sen kehittyminen sekä yhteydet koulumenestykseen lukuaineissa peruskoulun II ja VI luokilla — *The structure and development of reading ability, its relations with school achievements in academic subjects in grades 2 - 6. in the comprehensive school.*

Project leader : Juhani KARVONEN, Doctor of Education.

Duration of study : May 1967 — April 1969.

Project aims : A careful analytic study of reading ability and the development of reading ability has not received as much attention as it deserves. This sub-project aims to take them up for closer analysis and further to find out to what extent different factors of reading ability account for school achievements in academic subjects in the comprehensive school

Research design : Reading ability is measured with an extensive test battery. School achievements are assessed by means of objective tests and school grades. The data will be analysed with correlative, factor analytic, and variance analytic methods. N=c. 600 pupils in grades 2 — 6 in the comprehensive school.

4. *Title of project : Kielellinen kehitys ja kielen oppiminen — Linguistic development and language learning.*

Sub-project :

(a) Sanavaraston kartuttaminen ja kommunikaation perustaidot peruskoulun I luokalla. — *Vocabulary enrichment and basic communication skills in grade 1 of the basic school. Teaching experiment and research project.*

(b) Sanavaraston riastuttamisohjelman vaikutus käsitteenmuodostuksen tasoon peruskoulun I luokalla. — *The influence of a vocabulary enrichment programme on the level of concept formation in grade 1 of the basic school.*

(c) Sanavaraston rikastuttamisohjelman vaikutus lasten piirustuksiin peruskoulun I luokalla. *The influence of a vocabulary enrichment programme on children's drawings in grade 1 of the basic school.*

Researchers : Annika TAKALA, acting professor — Juhani KARVONEN, Doctor of Education — Anja LAHTINEN, M.A.
Duration of study : September 1965 —

Project aims : Since the children's development and learning qualifications are partly determined by what kind of stimuli they have received in their home environment, the project aims to study whether the learning of reading and writing skills, level of concept formation, and children's drawings can be influenced by a vocabulary enrichment programme.

Research design : The experimental groups in remote villages and in towns were trained in order to increase their vocabulary while the control groups received no training. Both groups were matched on relevant variables.

Results and conclusions : Preliminary results showed that this kind of vocabulary programme can significantly increase the children's learning qualifications in regard to reading and writing skills.

Information about project : A preliminary report has been submitted to the National School Board (mimeographed sub-project a).

Recommendations : Since it is possible by means of a vocabulary enrichment programme to increase children's learning qualifications in grade 1 of the basic school, it is recommended that special training in the form of increased linguistic stimuli be given in grade 1 at the latest but rather at pre-school age. This would increase the school readiness of children who come from environments which provide little development stimuli.

5. *Title of project : Vertaileva tutkimus peruskoulun ja oppikoulun vieraiden kielten koulusaavutuksista. — A comparative analysis of achievement in a foreign language in comprehensive (non-select) and secondary (plus-select) schools.*

Project leader : Sauli TAKALA, B.A.

Project aims : The aim is to compare achievement in Swedish and English of pupils in comprehensive (heterogeneous, non-select classes) and secondary (homogeneous, plus-select) schools.

Research design : An objective multiple-choice test battery which consists of 5-6 different tests measuring primarily recognition and comprehension was administered to pupils in grades 5, 6, 7 and 9 in comprehensive schools and to corresponding grades in secondary schools (1, 2, 3 and 5). The pupils' verbal ability was also measured. As a statistical method of analysis will be used analysis of covariance or matched groups.

6. *Title of project : International Association for the Evaluation of Educational Achievement (I.E.A.) : Phase II : International study of achievement in six subject areas.*

Project leader : Chairman of the I.E.A. : Prof. Torsten HUSÉN, School of Education, Stockholm, Sweden.

International coordinator of the project : Dr. Neville POSTLETHWAITE, UNESCO Institute for Education, Hamburg, Federal Republic of Germany.

Finnish coordinator : Kimmo LEIMU, B.A., Centre for Educational Research, Jyväskylä.

Duration of study : Phase II began in 1966 ; foreseen time of completion : 1973-74.

Publications : Torsten HUSÉN et al. : International Project for the Evaluation of Educational Achievement. Phase I : International Study of Achievement in Mathematics : A Comparison of Twelve Countries. Volumes I and II. Almqvist and Wiksell, Stockholm, and John Wiley & Sons, Inc., New York, 1967. Neville Poslethwaite : School Organization and Student Achievement. Acta Universitatis Stockholmiensis. Stockholm Studies in Educational Psychology 15.

Project aims : A systematic attempt to relate the educational outcomes of different school systems in certain subject areas to features in school organization, curriculum practices, teacher practices and teacher competence, technological factors, etc. in the participating countries. Included subject areas : science, reading comprehension, literature, civic education, English as a foreign language, French as a foreign language. Both cognitive and affective measures are applied.

Research designs and methods : Two stage probability sampling with school as the sampling unit, administration of cognitive tests and questionnaire material in roughly 250 schools to about 8000 students (in Finland), plus teacher and school questionnaire material. Different correlation technique analyses and various analyses of difference.

7. *Title of project : Koulumatkat ja koulusuoritukset — School journeys and school achievements.*

Project leader : Pekka KÄPPI, M.A., Experiment and research assistant to the National School Board.

Duration of study : April 1967 — June 1969.

Publication : Publications of the National School Board, Report No. 5/1968.

Project aims : With a growing movement of country population to towns school journeys in the countryside will become longer. The purpose of the study is to describe the school journeys of pupils in the countryside from several aspects. The main problem is to investigate the characteristics of pupils whose school journeys are of different length. Is there any clear relationship between the length of the pupils' school journey and their school achievements ?

Research design : The subjects of the study are c. 2800 pupils in grades 1, 2, 4, 6 and 8 in the elementary school. Groups were formed on the basis of (a) the length of the journey to school, (b) the time spent on the school journey, and (c) the mode of transport. The groups were matched on relevant variables. Analyses of variance and covariance will be used as statistical methods of analysis.

Results and conclusions : The data have been partly processed as regards grades 1 and 2. The school achievements of different groups did not differ significantly from each other. The pupils with long journeys to school had a longer school day than pupils who live at a closer distance to school, 8-9 hours including school trips. Pupils with shorter school journeys were less frequently absent from school. Their physical condition was regularly better and they had a better opportunity to leisure time activities than pupils with longer school journeys.

Information about project : The preliminary results have been published in a mimeographed report series which has been distributed to school authorities, teachers, school bus drivers, automobile associations and pupils' parents. The results have also been discussed in newspapers, radio and television.

Recommendations : The time spent by pupils with long school journeys in waiting for the bus to and from school should be reduced as much as possible. Paedagogical guidance is needed during the transport to and from school. More attention should be given to providing suitable premises where the pupils can spend the waiting period e.g. doing their homework.

8. *Title of project : A follow-up study of the Finnish basic (comprehensive) school.*

Project leader : Pekka KÄPPI, M.A., Experiment and research assistant to the National School Board.

Duration of study : September 1967 — (continuous evaluation).

Project aims : Educational experiments connected with the school reform have been conducted during several years. To enable a systematic research and observation of school experiments a data bank which covers relevant features of experimental schools, teachers and pupils has been set up. The purpose of the data bank is to facilitate surveys and studies of experimental schools, particularly larger follow-up studies.

Research design : Questionnaires, intelligence, personality and school achievement tests were administered to c. 1000 pupils in grade 7 in the basic school in 1967 and to c. 1500 pupils in grade 7 in 1968. Data were also obtained concerning teachers, teaching facilities and school buildings. The data bank will be completed e.g. in regard to school achievement when the pupils reach grades 8 and 9. Information on vocational guidance is also available.

Results and conclusions : Three separate studies have been made on the basis of the data bank in 1968 : " The attitudes of seventh grade pupils to the selection of level courses in certain subjects ", " The popularity of different subjects in the basic school : Parts I and II ", " On the relations between the type of class, pupils' personality and certain variables of school life ".

9. *Title of project : Opettaja oppilaiden persoonallisuuden ja koulusaavutusten kehittäjänä. Teacher effectiveness in developing the pupils' personality and school achievements.*

Project leader : Mr. Manu RENKO.
Duration of study : January 1967 — December 1968.
Publication : Part of the results have been reported in December 1967 in Manu RENKO : Opettaja oppilaiden persoonallisuuden kehittäjänä, Report Series of the Institute for Educational Research 34/1967.

Project aims : Our knowledge of the effects of different teacher behaviour patterns on pupils is both scarce and of a kind that does not give very much adequate information as regards the selection and training of teachers and the rating of teacher suitability. The study aims at establishing some possible relationships between teacher behaviour and pupil personality and school achievements.

Research design : 257 elementary school pupils of grade 2, and 9 teachers participated in the study. The classes (9 in all) are matched as regards sex, socio-economic status and intelligence. The teachers' behaviour has been measured with Ryans' observation method, the pupils' personality by means of a personality inventory (Ylinentalo) and their school achievements with a test battery (Lukila).

Results and conclusions : The preliminary results have already shown that teacher behaviour — particularly alertness and spontaneity — have a strong effect on the development of some pupil personality traits at least during the first school years.

10. *Title of project : Opettajainvalmistuslaitosten opiskelijoiden asenteiden muodostuminen ja rakenne opiskeluaikana. — The formation and structure of attitudes among teacher college students during teacher training.*

Sub-project : Opettajainvalmistuslaitosten opiskelijoiden asennerakenteiden, motiivien ja normien välisistä yhteksistä. — *On the relations between the attitude structures, motives and norms of students in teacher training colleges.*

Project leader : Juhani KARVONEN, Doctor of Education.

Publication : Juhani KARVONEN, The Structure, Arousal, and Change of the Attitudes of Teacher Education Students, Jyväskylä Studies in Educ. Psych. and Social Studies, 16, Jyväskylä 1967.

Projects aims : The aim is to investigate the relations between the attitude structures of teacher trainees, their motives for choosing the teaching career, and their religious norms, and to test the attitude theory developed earlier by the author. Several sub-projects will be carried out.

Research design : Changes in attitude structures etc. are studied by the cross-section technique in five teacher training colleges and by the longitudinal method in one college. Correlative analyses have been carried out and differences between means have been studied.

11. *Title of project : Persoonallisuusinventaarion avulla todettujen ominaisuuksien suhde opettajien ja lasten vanhempien suorittamiin persoonallisuusarviointeihin. — The relationship between the personality inventory scores and the personality ratings given by the pupil's parents and teachers.*

Project leader : Oiva YLINENTALO, M.A.

Project aims : The aim is to find out whether there is any appreciable correlation between the pupils' scores on various personality scales (KTK-I Personality Inventory) and the personality ratings given by the pupils' parents and teachers about the same traits. It will also be investigated how well the teachers' and the parents' personality ratings coincide.

Research design : The coincidence between the ratings and scale scores will be studied by four different methods. Analyses will be carried out on first order and second order factor scores. In the case of each method it will be investigated how the degree of coincidence depends on the amount of error-measurement and on certain factors related to ratings.

No. 2

Name : HELSINGIN YLIOPISTON KASVATUSTIETEEN LAITOS
INSTITUTE OF EDUCATION, UNIVERSITY OF HELSINKI
Address : Snellmaninkatu 10 A, Helsinki, Finland
Director : Professor Matti KOSKENNIEMI.

A. *Historical*

1. Year of foundation : 1955.

2. Founded on the initiative of the University of Helsinki.

3. The requirements set by the development of educational research and the increasing number of students, led to the foundation of the Institute.

B. *Organization and programme*

1. The Institute is affiliated to the Faculty of Philosophy (Section of the Humanities) at the University of Helsinki.

2/3. —

4. No direct connections with teacher training until now ; secondary school teachers must, however, pass the lowest academic examination in education before they may be appointed permanently. Many teachers are, on the other hand, studying education as a part of their in-service studies.

5. The present size of our *staff* is 31 of which 20 are full-time and 11 are part-time. Teaching staff 29 and researchers 2.

6. *Budget* (except maintenance of building, cleaning etc.)
1966 : 239 458,— FMK
1967 : 325 832,— FMK
1968 : 396 081,— FMK

The main source of finance is the University of Helsinki.

7. *Main fields of research activity :*

- — Teacher-learning processes,
- — Teacher development and education,
- — Secondary education in Finland,
- — History of Finnish education.

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

None.

D. *Major research projects in progress*

1. *Title of project : Didaktinen prosessianalyysi — Didactic process-analysis.*

Researcher : Professor Matti KOSKENNIEMI.
Duration of study : Starting date : spring 1967.

Project aims : The aim of the study is to investigate the didactic process in order to find invariances concerning the structure of this process.

Research design : Activities of an experimental class are recorded through a CCTV system and then analyzed with Bales, Bellack, and VICS classification systems modified for the project teaching process. Personality and aptitude tests and rating scales are also used to gather information about pupil, teacher and background variables.

2. *Title of project : Lukiotutkimus — The Finnish senior secondary research project.*

Researcher : Dr. Anna-Liisa SYSIHARJU.
Duration of study : Starting date : spring 1964.

Project aims : The project aims at describing the careers and development of a certain specified cohort of pupils and the individual members in it during a certain period of time. This period corresponds to the normal movement of an individual through the Senior Secondary level, that is, the period from the completion of the Junior Secondary up to the Matriculation Examination which finishes the present Finnish Senior Secondary and opens the path for studies at the universities and institutions of higher education.

The purpose is to observe as well in groups as in individuals such longitudinal series of events as

a) the decisions, choices and actions of the individual on one side and of the school and other institutions of the society on the other in the process that either brings the individual into and through the Senior Secondary or sooner or later drops him out from it ;

b) the inner " phenomenology " of this process, i.e. the expectations, attitudes and experiences of young people with regard to this sequence and its different variations ;

c) the development and changes of individuals during this period of time — primarily development of school achievement, as especially surpassing or not coming up to previous expectations — but also other changes in the individuals.

Research design : School statistics of different kinds, questionnaires, school marks, aptitude and personality tests, teacher and peer ratings.

Already *published :* Research Bulletin, Institute of Education, University of Helsinki No. 17 and No. 18.

3. *Title of project : The so called Helsinki-Turku-project — Student teaching experiences: An analysis of factors related to success in student teaching, and change of attitudes and expectations during that period.*

Researcher : Johannes ALIKOSKI, Lic. Phil.
Duration of study : Starting date : autumn 1966.

Project aims : The project consists of several problems relating to each other. The aim of the study is to investigate the realization and changing of students' expectations related to success in student teaching, the changing of their educational attitudes during this period, the expectations they direct to the work of their supervising teachers, factors related to the process of giving marks in teaching ability.

Research design : Attitude and expectation questionnaires at different phases of student teaching period, different kinds of rating blanks at the end of the period, marks in teaching ability, several personality and aptitude tests.

No. 3

Name : JYVÄSKYLÄN YLIOPISTON KASVATUSTIETEEN LAITOS
INSTITUTE OF EDUCATION, UNIVERSITY OF JYVÄSKYLÄ

Address : Jyväskylä University, Finland

Director : (Vacant)
Vice-Director Professor Annika TAKALA.

A. *Historical*

1. Year of foundation : 1934.
2. Founded on the initiative of the Teachers' College of Jyväskylä.
3. Reasons that led to the foundation : The development of teacher training.

B. *Organization and programme*

1. The director is the professor of education at the University of Jyväskylä.

2/3. —

4. Since 1968 the teachers take the lowest degree in education at the University.
5. *Staff :* University teachers (full time) : 7.
6. Total *budget :*

1966 :	141 800 FMK
1967 :	157 400 FMK
1968 :	205 000 FMK

Source : Government (University).

7. *Main fields of research activity :* Verbal development of children. The development of social ability.

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

Kronqvist, Harry : " Frame-size " and individual differences in programmed instruction (20/1966).

Kronqvist Harry : An empirical comparison of six factorization methods (21/1967) Furthermore, 3 reports by Takala, Annika and Minkkinen, Sirkka (23, 25 and 26/1968).

D. *Major research projects in progress*

The post of director being vacant it is difficult to give an exact reply to this question.

No. 4

Name : OULUN YLIOPISTON KASVATUSTIETEEN LAITOS
INSTITUTE OF EDUCATION, UNIVERSITY OF OULU

Address : Kasarmintie 4, Oulu, Finland

Director : Professor O. K. KYÖSTIÖ.

A. *Historical*

1. Year of foundation : 1964, on the initiative of the University of Oulu.
2. The requirements set by educational research and the development of teacher training, led to the foundation.

B. *Organization and programme*

1. The Institute is a part of the Teachers' College of the University of Oulu.

2/3. —

4. The *staff* of the Institute lectures and directs proseminar exercises in the initial and further training of teachers.
5. *Staff :* Three full-time and one part-time.
6. Total *budget :*

1966 :	25 000 FMK
1967 :	37 000 FMK
1968 :	60 000 FMK

Predominant source of finance : Government.

7. *Main fields of research activity :* Problems referring to the new Finnish school system and teacher training.

C. *Major research project reported in the academic years 1966/67 and 1967/68*

1. *Title of project : A Study of Teacher Role Expectations.*

Researcher : Professor O. K. KYÖSTIÖ.
Duration of project : Six years.
Publication : AASF 154,1, Helsinki 1968.

Summary of project : The first purpose of the investigation was to develop a measuring instrument suited to the analysis of the teacher's role. The factor analysis carried out in developing the scale was mainly concerned with the second objective : the aim was to determine the dimensionality of expectation patterns. Several trials were made, which suggested inclusion of six factors in rotation. Five of these six dimensions were clearly interpretable :

I. ethical behaviour factor ;
II. social contact factor ;
III. limitation — freedom of action factor ;
IV. strictness — tender-mindedness ;
V. external behaviour factor ;
VI. social participation factor.

The third objective of the study was to discover how far the factors obtained could be accounted for by the background variables. To this end, the expectation variables were assigned to the factors and, in the case of each factor, the intensity scale values were added, changing the signs where necessary ; and the means and standard deviations of the sums were computed.

Information concerning project : The report on the research project has been sent to various institutes of education.

Recommendations : The present study undeniably produced useful preliminary information on the teacher's role in the Finnish community ; that is, on how this role was understood by school board members, teacher trainees and pupils. If due care is observed, the results can be used as a basis for future studies, and they may help teachers and teacher trainees in familiarizing themselves with the requirements of their working environment.

D. *Major research projects in progress*

Title of project : Reading Research at the Kindergarten Level.
Researcher : Professor O. K. KYÖSTIÖ.
Starting date : 1963.
Probable completion date : 1969.

Purpose : To study whether we can begin to teach reading before the present school age (at the age of 7).

Procedure : Follow-up.

No. 5
Name : TURUN YLIOPISTON KASVATUSTIETEEN LAITOS
INSTITUTE OF EDUCATION, UNIVERSITY OF TURKU
Address : Turku 2, Finland
Director : Professor Inkeri VIKAINEN.

A. *Historical*

Founded in 1957, on the initiative of the University of Turku to meet the need for empirical research.

B. *Organization and programme*

1. Connected with the University of Turku, Faculty of Social Sciences.

2/3. —

4. All primary and secondary school teachers must take an examination in paedagogics at the University. They can take three kinds of examination in paedagogics : 1st, 2nd and 3rd level. The first level is mandatory, the other levels are optional.

5. *Staff :* Full-time 4, part-time 1.

6. *Budget* (without salaries)

1966 : 8760 FMK
1967 : 7900 FMK
1968 : 9700 FMK

Source of finance : University of Turku.

7. *Main fields of research activity :* Teaching economics, student attitudes, teacher research.

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

1. *Title of project : Opettajatutkimus — Teacher research.*

Researchers : Erkki LAHDES, assistant professor, Erkki ASP, professor (sociology), Matti PELTONEN, Lic. Phil.

Total amount of time spent on the project : Three years.

2

Purpose : To investigate the opinions of young, (primary, secondary, and vocational school) teachers concerning the suitability of their training.

Methods : An attitude questionnaire (attitude scale), survey research.

Conclusions :

— The teaching attitudes of teacher groups differ from each other ;

— Training is considered to be too remote from practice.

Dissemination of the conclusions to teachers etc. : Particulars about the six completed reports have been sent to the Ministry of Education and Central School Board.

Recommendations for changes in educational practice : In the training of those teachers who teach one grade only knowledge about the subjects taught should be increased ; in the training of those teachers who teach only one subject paedagogic training and teaching practice should be increased.

D. *Major research projects in progress*

1. *Title of project : Opettajatutkimus — Teacher Research (continued).*

Researchers : Erkki LAHDES, Erkki ASP, Matti PELTONEN.

Starting date : 1965.

Probable completion date : 1969.

Purpose : To explain the opinion of teachers about how their training should be renewed.

Methods : Statistical analysis (factor, regression, variance analysis) of data collected and developing of theory.

2. *Title of project : Kahden lukemisen opetustavan vertailua — Comparing two methods of teaching to read.*

Researcher : Eero VIITANIEMI, Lic. Phil.

Starting date : 1965.

Probable completion date : 1969.

Purpose : Finding out how reading silently or reading aloud influences the reading ability of pupils.

Method : Field experiment.

3. *Title of project : Kansakoulun opettajien ammatillisesta tyytyvaisyydestä — On professional satisfaction of primary school teachers.*

Researcher : Martti SAARELAINEN.

Starting date : 1968.

Probable completion date : 1970.

Purpose : Professional satisfaction of primary school teachers : a) description ; b) explanation ; c) identification of satisfied vs. dissatisfied teachers.

Methods : Self-report : questionnaire and rating.

4. *Title of project: Oppilaiden työskentelytottumukset kuvaamataidon tunnilla oppikoulun neljännellä ja viidennellä luokalla — Pupils' working habits during art lessons in the 8th and 9th grade.*

Researcher : Kullervo SARTES.

Starting date : 1968.

Probable completion date : 1969.

Purpose : To ascertain the social factors in class which correlate with working habits.

Method : Observation.

5. *Title of project : Taloustiedon opetus oppikoulun kuudennella loukalla — The instruction of economics in the 10th grade.*

Researcher : Professor I. VIKAINEN.
Starting date : 1967.
Probable completion date : 1969.

Purpose : To ascertain the sources, the factors and the gains in the instruction of economics.

Methods : Tests about school achievements and inquiries about the sources of knowledge have been made in 32 classes selected at random. Inquiries have also been sent to teachers. The effect of different factors is investigated by cross-tabulation. Factor analyses will be made.

No. 6

Name :	AIKUISKASVATUKSEN LAITOS INSTITUTE OF ADULT EDUCATION
Address :	Kalevantie 4, Tampere
Director :	Professor Urpo HARVA, Ph.D.

A. *Historical*

Founded in 1960.

B. *Organization and programme*

1. Affiliated to the University of Tampere. The Director holds a professorship of adult education.

2/3. --

4. Initial training : A degree in adult education is demanded of teachers in adult education. Further training : 1-2 courses (3-5 days) annually.

5. *Staff :* University teachers (full time) : 3.

6. *Budget* (whithout salaries) :

1966 :	1000 FMK
1967 :	2000 FMK
1968 :	2500 FMK

7. *Main fields of research activity :* Workers' institutes, Folk high schools, Study circles.

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

—.—

D. *Major research projects in progress*

1. *Title of project : Opetusmenetelmät kansalais — ja työväenopistoissa — Methods of teaching in Workers' Institutes.*

Researcher : Kari RANTALAIHO, M.A.
Starting date : 1968.
Probable completion date : 1969.

Purpose : The purpose of the project is to invent and evaluate methods of teaching foreign languages (English) and social issues.

Methods : Questionnaire for the teachers and pupils.

Results and conclusion : Explicit recommendations concerning the methods and tools of teaching ; possibly relating to the competence of the teachers.

2. *Title of project : Opintokerhot pienryhminä — Study circles in small groups.*
Researcher : Aulis ALANEN, M.A.
Starting date : 1962.
Probable completion date : April 1969.

Purpose : To study the group processes and instructive/expressive functions of study circles.

Methods : Questionnaire for the teachers and pupils.

3. *Title of project : Suomalaisen aikuiskasvatuksen historia — The history of adult education in Finland.*

Researcher : Erkki KARJALAINEN, M.A.
Starting date : 1966.
Probable completion date : April 1969.

No. 7

Name :	TAMPEREEN YLIOPISTON KASVATUSTIETEEN LAITOS INSTITUTE OF EDUCATION, UNIVERSITY OF TAMPERE
Address :	Kalevantie 4, Tampere, Finland
Director :	Väinö HEIKKINEN, Ph.D., professor of education.

A. *Historical*

Founded in 1965, as a departmental institute belonging to the Faculty of Humanities of the University of Tampere.

B. *Organization and programme*

1/2/3 : see above.

4. The Institute does not participate directly in the training of teachers.

5. *Staff :* 4 full-time teachers, 3 part-time teachers.

6. The budget is a part of the budget of the Faculty.

7. *Main fields of research activity :* Educational attitudes (especially the analysis of test technical problems), evaluation of pupils, instruction at the University.

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

SIPINEN, Olli : *Lukuaineiden keskiarvon konstanssista. Korrelatiivinen tutkimus kahdessa oppikoulussa.* English summary : *On the constancy of the average of academic subjects. A correlational study in two secondary schools.* Acta Universitatis Tamperensis, ser. A, vol. 16. Tampere, 1967. 135 pages.

D. *Major research projects in progress*

1. *Title of the project : Pirkanmaa TV-tutkimus. Pirkanmaa experiment — Research on instructional television in Finland.*

Researchers : Väinö HEIKKINEN, Professor of Education, Jorma VUORI, M.A., University of Tampere, Kaisa HÄLINEN, Phil. Lic., University of Helsinki.
Duration : The experiment was carried out in 1965, the results will be published in 1969.

Purpose : What we want to know is whether or not a teacher can achieve better results by making use of television.

Methods : The third class of the 42 primary schools in the district formed the test group. Thirteen classes formed a control group who did not follow the television course but whose capabilities were measured by the same tests. The knowledge and skills of the pupils were assessed in examinations at the beginning and end of the experimental period. The statistical technique used is the analysis of variance.

2. *Title of the project : Teollisuuden ammattikoulujen poikaoppilaiden asenteista — The attitudes of the boys in the private vocational schools of industry.*

Researcher : Matti PELTONEN, Phil. Lic., University of Tampere.
Duration : 1965/1969.

Purpose of the project : To survey the attitude structure and change of the attitudes during training.

Methods : Questionnaires and statistical analysis.

Possible recommendations : The results could be useful for an improvement of attitude education.

3. *Title of the project : Korkeakouluopiskelussa vaikuttavia teki jöitä — Some variables affecting the achievement in university studies.*

Researcher : Antti KALLIOKOSKI, M.A., University of Tampere.
Duration : The research was begun in 1967, and will be completed in 1969.

Purpose of the project : The purpose is to survey university students' achievements, in what way the students modify their study programme, what has anxiety to do with the progress, etc.

Methods : About 900 students have answered questionnaires given to them when entering university, after six months and after the first year. The statistical technique used is multivariate analysis.

Possible recommendations : The results could be useful for improving the teaching at university level.

FEDERAL REPUBLIC OF GERMANY

PART I

GOVERNMENTAL ACTIVITIES

Introductory remarks

The Secretariat of the Permanent Conference of Ministers of Education forwarded Part I of the questionnaire to the Ministries of Education of the Länder, and Part II to the institutes concerned with educational research. On the basis of the replies received, the Secretariat has tried to present an initial survey of educational research in the Federal Republic of Germany, especially of its organization, which will need to be supplemented at a later date. This contribution to the first European Survey on Educational Research has been prepared at a time when empirical research in this field in the Federal Republic is, to a large extent, still in its infancy.

Research projects are carried out by universities which have professorships and institutes of education, by institutions directly concerned with teacher training, and by scientific institutes outside the universities. The aims pursued by these three groups of research institutes, which are organised along different lines and in most cases financed from public funds, are complementary to and dependent on each other.

Because the activities covered by the two parts of the report overlap, it seemed expedient to highlight the main features in Part I. However the information contained herein should be seen in the context of Part II.

I. *Fields and agencies*

Like every other sphere of research, educational research is governed by the constitutional principle of *freedom of research* (Article 5 (3) of the Basic Law (Constitution) for the Federal Republic of Germany). This principle, which is also expressly mentioned in the constitutions of most of the eleven Länder, safeguards the freedom of research against any political or ideological influence. The subjects and methods of research are determined by the researcher himself, and he alone decides where and how the results of his work shall be published.

To the extent that educational research is carried out by institutions of higher education, it should be noted that they are institutions of the State. But on account of the constitutional provision guaranteeing freedom of research, the State exercises no influence over them. It may take steps to ensure that the relevant legal provisions be observed, but it cannot prescribe the research to be done or the methods to be applied. This, however, does not mean that the State cannot stimulate research projects, e.g. through a Federal Ministry, or a Land Ministry of Education.

Educational research in the *universities*, including the technical universities, as well as in *teacher training colleges* (including those affiliated to or connected with universities) embraces, on the one hand, the basic sciences (education, psychology, sociology, philosophy, etc.) and, on the other, the specialised sciences (German, mathematics, etc.). Research at all these institutions is characterised by the principle of the universality of the different fields of research, and by the link between teaching and research.

There are also many scientific institutions, research departments, study groups, associations and organizations concerned with educational research that are *not associated with universities* or other institutions of higher education. In many instances the research activities of State, semi-official and private institutions outside the universities serve specific purposes, depending on the aims and interests of the institution concerned. These institutions are specialised, do not as a rule teach, and are often closely connected with applied research and development. Their research projects are numerous. Some of them they carry out themselves, others are commissioned. The special value of the stimulus which these institutions give to educational research lies in the fact that projects can be undertaken as a direct response to practical needs. These research institutes outside the universities vary too much to permit any reasonable classification according to organization, size, sponsorship or aims.

The Councils

Among the institutions stimulating educational research, the *Deutscher Bildungsrat (German Council for Education)* should be named first. Its purpose is to draft development plans for German education which take into account the cultural, economic and social needs of the community and the future demand for trained personnel, to make proposals relating to the structure and content of the educational system, calculate financial requirements, and propose recommendations for long-term plans at all levels of education. This institution, set up in 1965 pursuant to an administrative agreement between the Federation and the Länder, stimulates educational research by commissioning advisory studies and reports (cf. Part II, No. 6). It provides at the same time, an example of co-operation between Federation and Länder, and between administrative organs and scientific institutions.

The Federation and the Länder also work together in the *Wissenschaftsrat (Science Council)*, which was likewise established in accordance with an administrative agreement concluded in 1957. Its task is to draw up overall plans for the promotion of science in Germany. It also submits an annual priority programme and draws up recommendations for the use of funds appropriated for scientific research in the budgets of the Federation and the Länder. Among other things, the Wissenschaftsrat issued detailed recommendations in 1965 on the expansion of scientific institutions, in which the research institutes, and hence the institutions of educational research outside the universities, are the subject of critical study.

Federal Agencies

In view of its overall responsibility for the Federation, the *Federal Government* takes an interest in the development of educational policy and therefore also in the results of educational research. In this connexion the following activities should be mentioned.

The Bundesanstalt für Arbeitsvermittlung und Arbeitslosenversicherung (Federal Agency for Labour Placement and Unemployment Insurance) in Nuremberg set up in 1967 an *Institute for Labour Market and Vocational Research* (cf. Part II, No. 10). Run by scholars and closely linked with the factual knowledge and wide-ranging possibilities for empirical research of the divisions of the Federal Agency, this institute will, inter alia, pursue its own research programme and stimulate and commission other research projects. It will mainly be concerned with research into the substance of occupations, their inter-relationships, their requirements, and their changing development.

In the context of initial and further vocational training, and with a view to participation in the treatment of these questions at an international level, the *Federal Ministry of Economics* is commissioning research projects to analyse present conditions and prepare for any necessary developments. The *Federal Ministry of Labour and Social Affairs* awards research contracts on a large scale, many of which are concerned with educational matters. In agreement with the Federal Ministry of Labour and Social Affairs and the Federal Ministry of Economics, a *committee* has been formed to discuss questions of vocational training. Apart from the two ministers and other representatives of the two ministries, and the President of the Permanent Conference of Ministers of Education, the committee's membership includes : the chairmen or presidents of the Association of German Chambers of Handicrafts, the Confederation of German Employers' Associations, the Federal Executives of the Federation of German Industries, the German Federation of Trade Unions, the German Union of Salaried Employees, as well as a representative of the Federal Agency for Labour Placement and Unemployment Insurance. The experts on this committee are at present also engaged in elaborating " principles of vocational educational research ".

The *German Federal Foreign Office,* in collaboration with the *Institute for the German Language in Mannheim* and the *Goethe Institute* in Munich, has initiated a study of the conditions under which foreigners can most easily learn the German language.

The *Federal Ministry of Defence* intends to commission basic studies of its activities and functions in the educational field, especially with regard to technical education, the content of the subject matters to be taught in the Federal Armed Forces, and to teaching methods and aids.

Studies falling within the scope of educational research are also commissioned or financed by the *Federal Ministry for Family and Youth Questions* (through the German Youth Institute (cf. Part II, No. 9), as well as by the *Federal Ministry of Food, Agriculture and Forestry,* especially with regard to education in rural communities ; and by the *Federal Ministry for Scientific Research,* particularly through the ad hoc committee on " data processing systems as aids to teaching " set up under the Advisory Board for Data Processing.

A survey of the advisory reports and research projects commissioned by the Federal Government in recent years is contained in the *Report on Measures of Educational Planning* (Bericht über den Stand der Massnahmen auf dem Gebiet der Bildungsplanung), published jointly by the Federation and the Länder.

Länder Agencies

The Länder hold sole responsibilty for schools and higher education. As a result organizational methods adopted by the Ministries of Education in exercising that authority, and stimulating educational research, differ from Land to Land. While some Länder have not yet introduced any specific organizational methods for educational research, the stimulus for such projects is coming from advisory councils and ad hoc commissions, apart from the scientific institutes within the universities, which exist in all Länder. In *North Rhine/Westphalia,* for instance, there are advisory councils for elementary schools, " Hauptschule " (secondary modern schools), and for higher education. Their task is to make recommendations for development in their respective fields. In order to do this, their members either carry out the research projects themselves, or award research contracts.

The Ministry of Education of *Rhineland Palatinate* appoints special committees for individual projects, such as the committee on the reform of teacher training, which is composed of lecturers from teacher training colleges. In this Land the stimulus for educational research, apart from academic initiative within the universities and teacher training colleges, comes from the Ministry of Education or, in close association with it, from the highest planning authority of the Land, the State chancellery. Added stimulus will come from an advisory council for educational planning, to be set up in the near future, which again will work in co-operation with the department for planning and co-ordination in the Ministry of Education.

In *Baden-Württemberg,* an advisory council with 12 members has been established in the Ministry of Education to deal with all questions of educational research, planning and policy. In addition, ten working groups have been formed which are concerned with the following subjects : schools (experimental projects), vocational education planning, school buildings and sports grounds, teacher shortage, correspondence education and programmed instruction, structural questions of initial and of further teacher training, lower secondary school teachers (Ludwigsburg project), overall planning for higher education, and for adult education. Research contracts are awarded for such projects as the discovery and development of talent in rural areas, education and economic growth, the reasons for premature termination of grammar school, etc. Such research projects are also discussed by the advisory council for educational planning.

In 1966, the Land *Bavaria* established a State Institute for Educational Planning and Research (cf. Part II, No. 16) whose function is to clarify the problems of research in all fields of education in preparation for decisions by the Ministry of Education and Cultural Affairs. This Ministry also has special sections dealing with educational statistics and educational planning, as well as a permanent commission for educational planning whose task is to co-ordinate and condense the plans submitted by the various ministerial departments and sections. This commission has 16 working groups concerned with the various aspects of educational research, planning and statistics. They are usually composed of the officials dealing with the planning work in question, who in turn may call in experts from ouside.

Matters of educational policy that are of supra-regional importance and call for a common approach and joint decisions are discussed by the *Conference of Ministers of Education,* a voluntary institution composed of the eleven Ministers and Senators of Education and formed in 1948 with a view to pursuing common interests. The Länder co-ordinate their proposed measures through the medium of this Conference, which they created and control themselves, in order to enable them better to carry out their responsibilities in the area of education for the country as a whole. In the past decade, the Conference has viewed its work increasingly from the aspect of educational planning and research. At its 102nd plenary session in June 1964, it considered the basic concepts of educational planning and research, and the conclusions to be drawn concerning the functions of the Ministries of Education. At it 123rd meeting in the summer of 1968, the Conference came out in favour of stronger co-ordination of educational research.

The Conference chose Bonn as the seat of its *Secretariat* in order to ensure, among other things, that the members, and the Federal Ministries, could be constantly provided with information relevant to the field of education. The Secretariat is a kind of receiving and forwarding centre for the eleven Ministries of Education. It has a documentation section which in 1956 superseded the Pädagogische Arbeitsstelle (Education Centre) in Wiesbaden. One of the tasks of this section is to provide the Conference and its working groups with documentation on educational matters of priority. The Secretariat publishes a documentation series which up to now comprises 25 numbers. With regard to educational research, the questions dealt with in these issues have mainly centred on specific requirements, e.g. for schools between 1961 and 1970, present numbers of teachers and future demand, etc.

A permanent working group for " questions of data required for educational planning " was appointed by the Conference of Ministers of Education to draw up, at regular meetings, the appropriate information relating to school and university development. As already indicated some ministries have decided to set up similar groups composed of ministerial officials and scholars, and especially of sociologists and economists, to prepare relevant requirement data and plans for the individual Land.

Independent educational research institutes

The following *examples* are typical of institutions engaged exclusively or primarily in educational research, and these are mentioned to illustrate the variety of educational research institutions. A detailed survey of the most important institutions is given in Part II.

The *German Institute for International Educational Research, Frankfurt* (originally founded in 1952 under the name of " Hochschule für Internationale Pädagogische Forschung "), a foundation under public law, financed since 1964 by the Land Hesse, where it has its seat, and the other Länder through the so-called Königstein Agreement, is primarily concerned with empirical research and in particular with the introduction and further development of educational tests in the Federal Republic of Germany. The Institute has published numerous studies on the educational systems of other countries and prepared advisory reports on current problems of educational policy for public and private agencies. A special feature of the Institute is that the Länder can second teachers from all types of schools to carry out research work there. The Institute has helped to narrow the gap between educational practice and theory (cf. Part II, No. 7).

The *Institute for Educational Research of the Max Planck Society, Berlin,* commenced its activities in 1964. Its work is interdisciplinary and is carried out by teachers, psychologists, sociologists, economists and jurists. The emphasis is on basic research (cf. Part. II, No. 11).

Various religious institutions, which apart from arranging lectures and lecture weeks on educational questions, also publish the results of educational research work done by their members and others commissioned to carry out specific projects. Examples of these are the *Deutsches Institut für Bildung und Wissen* (German Institute for Education and Science), Frankfurt, the *Deutsches Institut für Wissenschaftliche Pädagogik* (German Institute for Scientific Pedagogy), Münster (Catholic), the *Forschungsstelle der Evangelischen Studiengemeinschaft* (Research Centre of the Evangelical Study Group), Heidelberg, and the *Comenius Institute,* Münster (cf. Part II, Nos. 8 and 4).

Educational research is also carried out by the *Internationales Schulbuch-Institut* (International Textbook Institute) in Brunswick (cf. Part II, No. 12) and the *Pädagogisches Zentrum* (Education Centre), Berlin, although they specialise in other fields. The latter organises conferences on topical educational subjects and publishes educational documentation. The Centre's basic purpose is to relate new developments in education and the social sciences, as well as the contributions emanating from other fields, to practical education, and to ensure their early application. Its main functions are, therefore, information on the development and testing of teaching methods and encouragement of co-operation among teachers.

Adult education is the main field of activity of the *Pädagogische Arbeitsstelle des Deutschen Volkshochschulverbandes* (Educational Institute of the German Association of Adult Education

Centres), Frankfurt, which has published the results of a number of research projects and a good deal of documentation. The *German Institute for Scientific Pedagogy,* Münster, is also mainly concerned with this aspect of education (cf. Part. II, Nos. 14 and 8).

A project entitled " A quantitative survey of the educational system of the Federal Republic of Germany ", which was originally carried out by the Institute for Educational Research of the Max Planck Society, is at present being developed further by an independent working group under the name of the *Arbeitsgruppe für empirische Bildungsforschung (Working Group for Empirical Educational Research),* Heidelberg. Its purpose is to meet the demand for improved educational planning in the Federal Republic. The project is intended to serve as a means of determining which elements of the educational system are interdependent, and of analysing influencing factors (e.g. factors governing demand for places at training centres or transfer to secondary schools), and of rendering possible a better quantitative evaluation of the direct and indirect effects of measures of educational policy. The project is essentially based on data resulting from continuous observation and analysis (cf. Part II, No. 1).

These institutes, as well as the other 5 referred to in Part II, do not represent a complete survey of educational research in the Federal Republic. It is necessary to take into account other institutes and documentation centres which, though not directly concerned with research, nevertheless make important and helpful contributions to it.

Specialised institutes contributing to educational research

The publications of other institutes not concerned with educational research in the narrow sense of the term, are in many respects important for educational science and policy. These include the following :

- *Institut für Kommunikationsforschung,* Heidelberg
  (Institute for Research into Communication Media)
- *Sprachkybernetische Forschungszentrum,* Heidelberg
  (Research Centre for Linguistic Cybernetics)
- *Internationale Institut für Jugend- und Studienfernsehen,* Munich
  (International Institute for Youth and Educational Television).

Others in this group are those affiliated to teacher training colleges and universities, e.g. Youth Book Institute of the Education Department of the University of Frankfurt and the Institute for Audio-Visual Teaching and Didactical research affilited to the Munich Teacher Training Collge.

The institutes (apart from the ones listed in Part II) primarily concerned with *vocational education* include :

- Deutsche Gesellschaft für Gewerbliches Bildungswesen, e.V., Brunswick, incl. Deutscher Verband für das Kaufmännische Bildungswesen, e.V.
  (German Society for Industrial Training, incl. the German Business Training Association)
- Deutsches Industrieinstitut, e.V., Cologne
  (Institute of German Industry)
- Deutsches Institut für Wirtschaftsforschung, Berlin
  (German Institute for Economic Research)
- Institut für Berufserziehung im Handwerk, Cologne
  (Institute for Trade Training)
- Institut für Sozialwissenschaftliche Forschung, e.V., Munich
  (Institute for Social Science Research)
- Lehrstuhl für Berufspädagogik der Technischen Universität, Hanover
  (Chair of Vocational Education at the Technical University)
- Lehrstuhl für Berufspädagogik und Didaktik der Technischen Hochschule, Darmstadt
  (Chair of Vocational Training and Didactics at the Technical University)
- Seminar für Wirtschafts- und Sozialpädagogik, Nuremberg
  (Seminar for Industrial and Social Education)

- Soziologisches Seminar der Universität Göttingen
  (Sociological Seminar of the University)
- Staatliches Hochschulinstitut für Berufspädagogik, Mainz
  (State Institute for Vocational Education of the University)
- Wirtschaftswissenschaftliches Institut der Gewerkschaften GmbH, Düsseldorf
  (Trade Union Institute of Economic Science Ltd.)
- Institut für Lehrmittelforschung und -entwicklung an der Berufspädagogischen Hochschule, Stuttgart
  (Institute for Research into and the Development of Teaching Aids, College of Vocational Education).

This survey of research institutes outside the universities would be incomplete without mentioning the fact that directors and departmental heads, such as those of the Institute for Educational Research of the Max Planck Society, are closely associated with the research work done in the universities. Most of them also hold professorships or lectureships. This not only ensures a constant exchange of experience among the various institutions of higher education, but also helps to recruit and train educational research workers.

II. *Co-ordination*

As is apparent from the reply to section I, there is no central agency in the Federal Republic for the co-ordination of all educational research activities, nor has there been any need for one up to now because, as mentioned at the beginning, empirical educational research is still in its initial stages. The trend at present, however, is towards such co-ordination, and the *Conference of Ministers of Education,* at its 123rd plenary meeting in Hanover in June 1968, clearly showed its intention to follow and co-ordinate educational research by deciding that, in the initial stages, it would itself determine the special fields of research where *priority projects* should be commissioned. This task would involve the three special committees of the Conference (Schools Committee, Universities Committee, Committee for Art and Adult Education). It was also decided that information on all educational research projects commissioned or stimulated by the Ministries of Education should be constantly made available, initially within the Conference of Ministers of Education through its Secretariat. The question of setting up a general information centre for educational research is to be studied with the Volkswagenwerk Foundation.

In this connexion, special reference should be made to the efforts of the *Volkswagenwerk Foundation* to co-ordinate the projects it finances. In distributing its funds it also calls on governmental authorities and scholars for advice.

The planning and research activities of the *Deutscher Bildungsrat (German Council for Education)* and the *Wissenschaftsrat (Science Council)* in the field of education at all levels are co-ordinated by a special committee. Pursuant to the agreement regarding the constitution of the Bildungsrat, a co-ordinating committee composed of an equal number of representatives of government agencies and researchers, who are also members of either the Education Commission of the Bildungsrat or the Wissenschaftsrat, was appointed to deal with questions of fudamental importance to the activities of both Councils.

Researchers engaged in projects in the universities also exercise certain co-ordinating functions in the *Conference of West German University Teachers.* Finally there is the *Deutsche Gesellschaft für Erziehungswissenschaften (German Society for Educational Science),* an association of teachers and researchers which promotes research projects in this field and issues important publications. It organises annual conferences, for which it forms permanent working groups on such topics as comparative education, teaching theory and psychology, empirical educational research, social education etc.

Educational research in the various Ministries of Education is co-ordinated in different ways. In some cases this work is done by educational planning departments within the ministries themselves, whilst in others it is the task of advisory councils for educational planning, or of special commissions.

III. *Finance*

Both the institutions of higher education, and most of the educational research institutes referred to, are financed mainly from funds appropriated in the budgets of the Länder, and in some cases of the Federation. In addition, considerable sums are provided by private foundations.

It is not always possible to distinguish between the funds placed at the disposal of the institutes as such, and those made available to a researcher working at the institute.

The various authorities and bodies which finance educational research institutes can be classified as follows :

- Support *solely from the Land* where the institute is situated. Thus, for instance, the Pädagogisches Zentrum in Berlin, being an institution under the authority of the Senator for Education, is largely financed by Land Berlin. Only its office concerned with advisory reports on school and further education is financed jointly by the Ministries of Education of the Länder.
- Finance provided *by the Land* in which the institute is situated, and *by the other Länder*, as, for instance, in the case of the German Institute for International Educational Research. An other example of joint financing by the Länder is the Schulbauinstitut (School Building Institute) which receives funds from all Länder.
- Financial support provided by the *Federation and the Länder jointly*, e.g. in the case of the Bildungsrat, the Wissenschaftsrat, the Deutsche Forschungsgemeinschaft (German Research Association) and the Max Planck Society, and hence its Institute for Educational Research.
- Funds may also be provided by institutions financed by the Federation and the Länder, and which themselves *stimulate* research activity, as in the case of the Bildungsrat.
- Finally, support from private sources (business concerns, foundations, etc.).

It is worth emphasising that in the *Königstein Agreement* which was concluded as early as 1949, the Länder reaffirm their obligation to provide joint funds for the development of research institutes, and, therefore, also for educational research institutes of supra-regional importance.

As regards the methods of financing educational research in *institutions of higher learning*, it should be pointed out that this is performed by the Länder (and to a certain extent the Federation), who allocate the funds. The Land Government concerned meets financial requirements from the funds approved by the Land Parliament. The institutions of higher education are generally financed by means of individual appropriations forming a part of the budget of the Ministry of Education, which in turn is incorporated into the overall budget of the Land. Apart from the basic financing provided by the Land, which also covers research projects, additional financial support for research comes from other sources, usually the Deutsche Forschungsgemeinschaft and the Volkswagenwerk Foundation.

The *Deutsche Forschungsgemeinschaft (German Research Association)*, which is financed by the Federation, the Länder and, through the Stifterverband für die Deutsche Wissenschaft (Founders' Association for German Science and Scholarship), by German industry, is a central self-governing organisation for the promotion of research in the Federal Republic. It provides funds for research projects, encourages co-operation among researchers, co-ordinates research activities, advises governments and parliaments on scientific matters, and cultivates relations with scientific organizations in other countries. It is particularly associated with the promotion of young scientists and scholars (cf. Part II, No. 5).

The task of the *Volkswagenwerk Foundation* is to promote science and technology. Its activities embrace all fields of science and learning. The Foundation does not pursue any scientific or academic work itself, nor does it finance any research institutes of its own. Rather it confines itself to providing financial support for worthy institutions concerned with research and teaching in the form of grants allocated for specific research projects, to stimulating, activating, and to a certain extent organising, research projects. Not only institutions of higher learning, but also scientific and academic societies and private research centres of a non-profit making character, are eligible for support. The Foundation has developed considerable activities in the field of educational research (cf. Part II, No. 17).

The *Fritz-Thyssen Foundation,* whose function is to promote research in the arts, science and medicine, finances also large-scale educational research projects.

Finally, the *Stifterverband für die Deutsche Wissenschaft* receives many small donations from industrial firms for the promotion of the sciences, which mount up to a considerable sum, the greater portion of which is administered and distributed by the Deutsche Forschungsgemeinschaft, whilst another part goes to the Max Planck Society, and hence to its Institute for Educational Research.

Of the great many foundations financing educational research, special mention should be made of the *Max Traeger Foundation* which devotes itself exclusively to educational research (cf. Part II, No. 13).

The research projects financed by these institutions are indicated in Part II.

IV. *Information and dissemination*

For the reasons given above, a supra-regional institutionalised registration and information centre is not yet in existence. However, the Conference of Ministers of Education decided in June 1968 that until such a centre is established the Conference Secretariat should ensure a constant flow of information on all educational research projects commissioned or stimulated by the Ministries of Education of the Länder.

A record of the educational research projects carried out in recent years at universities and teachers training colleges is kept by the *Pädagogisches Zentrum, Berlin,* by means of specific surveys. Every year, this centre publishes a survey on educational research work under the title of "*Dokumentation Forschungsarbeit Pädagogik*", published by Verlag J. Beltz, Weinheim and Berlin. The 1967 edition contained 184 research projects and the 1968 edition some 450.

In addition, research projects are also registered in non-recurring documentation, as well as in periodic bibliographies and other publications. Examples : the "*Mitteilungen und Nachrichten*" (Information Bulletins), and the "*Verzeichnis der Veröffentlichungen*" (Catalogue of Publications) of the German Institute for International Educational Research, Frankfurt/M., as well as the "*Projektübersicht 1966-1968*" (Survey of Projects carried out between 1966 and 1968), issued by the Pädagogisches Zentrum.

In 1964, a "*Dokumentationsring Pädagogik*" *(Educational Documentation Pool)* was created with the aid of the Institut für Dokumentationswesen, Frankfurt, comprising six institutes.

The Pädagogisches Zentrum has functional responsibility for the pool, which since 1966 has taken over the publication of a monthly and annual bibliography of literature on education and related fields. *("Bibliographie Pädagogik").*

The large libraries, especially the Deutsche Bibliothek, Frankfurt, the university libraries and the central educational libraries, are another means of ensuring that all academic works are available to interested parties. The university libraries have formed so-called "*special areas of collection*" with the continuous support of the German Research Association. According to the plan for this activity the library of the *University of Erlangen* is responsible for educational publications.

In the Länder, the research projects carried out under their auspices, and stimulated and/or financed by the Ministries of Education are registered in different ways. In Rhineland Palatinate and Baden-Württemberg, for instance, *registers* of research projects are maintained by the Ministry of Education. The bodies responsible for the application of educational research study the regular reports prepared by the research institutes with respect to their significance in order that the results may be applied to policy decisions.

In conclusion, it should be mentioned that both the Volkswagenwerk-Stiftung and the Deutsche Forschungsgemeinschaft list, in their *annual reports,* the research projects they have financed. Furthermore, the Forschungsgemeinschaft informs the Ministries of Education of all grants allocated to individual projects.

V. *Priority fields and general trends*

The following *fields* of educational research, as can be seen from Part II, are being particulary stimulated :

— studies on programmed instruction, television for schools, the "Telekolleg" ;

— projects on questions of rationalisation in education ;

- studies on the relationships between social origin and educational aims, success at school, and criteria governing selection and appraisal of performance ;
- studies on the structure and efficiency of teacher training ;
- studies on curriculum research and teaching methods ;
- studies on general and specific aspects of vocational education, including problems of vocational analysis and training ;
- studies of school experiments, especially those concerning all-day and comprehensive schools.

The Volkswagenwerk Foundation, in particular, has provided special funds for the promotion of scientific methods of teaching and learning (programmed instruction, school and educational television, audio-visual instruction, language laboratories) and for the establishment of an institute of correspondence education at the University of Tübingen.

The Deutscher Bildungsrat (Council for Education) requires *systematic and scientifically supervised experiments* in order to perform its tasks. With regard to experiments in schools, it is felt that the risk of some ideas failing has to be accepted. The different structures of the Länder may entail that some of these concepts cannot be applied to the entire education system of the Federal Republic. Experiments such as these are, however, of value, since they can help prevent the spread of erroneous trends in the system as a whole.

The federal system, in which each Land exercises authority in educational matters, allows individual Länder to make decisions which, if they prove to be correct and convincing, also serve as examples for other Länder. On the other hand, they can make adjustments when partial errors have been made.

In applying the results of educational research, the *participation of those engaged in practical education in the elaboration and implementation of research projects, as well as in the evaluation of results,* has proved advantageous, as has their assistance in the research done in institutions of higher education.

Growing importance is being attached to *empirical educational research* in the Federal Republic of Germany, the development of which was hampered under National Socialism and which, on account of the after-effects of the war, was only of secondary consideration until the early sixties. In the whole sphere of educational research there is a tendency towards supra-regional co-operation and the determination of priorities.

The mounting cost of research, which inevitably leads to more specialisation, is the reason why research institutes, and especially the universities, are increasingly having to *concentrate* their activities on special fields. On the basis of a priority list concerning existing research institutions compiled by the Wissenschaftsrat, educational research at the University of Constance is proposed as a growing point deserving special stimulus.

The *financing of larger research projects by the foundations,* and especially the Volkswagenwerk Foundation is becoming more and more important.

As regards the financial methods adopted in respect of research in institutions of higher education, reform measures have brought more flexibility in budgetary management. Within the context of university reform there are signs of movement *from individual to global allocations* to give the university bodies greater flexibility and wider powers of decision.

Educational research is going through a *process of change.* Having long been determined by philosophical and historical subjects, it is now increasingly moving towards empirical methods of research closely related to practice. This change has come about through the realisation that it is not possible to arrive at a new concept of educational research policy without a thorough investigation of educational practice and the application of the most modern methods of empirical research.

PART II

ACTIVITIES OF EDUCATIONAL RESEARCH INSTITUTES

Replies were received from the following Institutes :

(1) Working Group for Empirical Educational Research, Heidelberg
(2) Centre for the Promotion and Application of Scientific Methods of Teaching and Learning, Heidelberg
(3) Centre for Industrial and Vocational Training, Bonn
(4) Comenius Institute, Münster
(5) German Research Association, Bad Godesberg
(6) German Council for Education, Bad Godesberg
(7) German Institute for International Educational Research, Frankfurt
(8) German Institute for Scientific Pedagogy, Münster
(9) German Youth Institute, Munich
(10) Institute for Labour Market and Vocational Research, Erlangen
(11) Institute for Educational Research within the Max Planck Society, Berlin
(12) International Textbook Institute, Brunswick
(13) Max Traeger Foundation, Frankfurt
(14) Educational Institute of the German Association of Adult Education Centres, Frankfurt
(15) School Building Institute of the Länder, Berlin
(16) State Institute for Educational Planning and Research, Munich
(17) Volkswagenwerk Foundation, Hanover
(18) Central Archives for Research in University Planning, Stuttgart

No. 1

Name :	ARBEITSGRUPPE FÜR EMPIRISCHE BILDUNGSFORSCHUNG WORKING GROUP FOR EMPIRICAL EDUCATIONAL RESEARCH
Address :	69 Heidelberg. Zeppelinstrasse 151.
Directors :	Prof. Dr. C. C. von WEIZSÄCKER - Dr. H. L. FREYTAG.

A. *Historical*

1. Year of foundation : 1966/67.
2. The institute was founded on the initiative of the head of the group.
3. What were the reasons that led to its foundation ?
   The desire to remedy the present shortage of analyses concerning the educational system as a whole.

B. *Organization and programme*

1. The Institute is independent in spite of the fact that Prof. von WEIZSÄCKER holds a professorship and Dr. FREYTAG a lectureship (both at the University of Heidelberg).

2. The function of the advisory board is to promote work on the research projects by advising on and assisting in their implementation. The institutions represented on the board

are : The Federal Ministry of the Interior ; the Volkswagenwerk Foundation ; the Ministries of Education of Baden-Württemberg, Hesse, North Rhine/Westphalia and Rhineland Palatinate ; The Senator for Education, Berlin ; Deutscher Bildungsrat ; Zentrum für Bildungsforschung, University of Constance ; Hochschule für Wirtschafts- und Sozialwissenschaften, Linz ; Institut für Bildungsforschung, Berlin ; Statistisches Bundesamt ; Statistisches Landesamt Baden-Württemberg ; Unit for Economic and Statistical Studies on Higher Education, at the London School of Economics.

3. What units exist in your institute ?

Units on theoretical and practical statistics, sociology/psychology, programming, administration.

4. No participation in teacher training.

5. Present size of staff :

	(full-time)	(part-time)
total	19	10
researchers	15	2

6. Total budget :

in 1966	DM	750.000.—
1967	DM	750.000.—
1968	DM	750.000.—

Predominant source of finance : Volkswagenwerk Foundation.

7. Main fields of research activity :

At present our research activity is concentrated on pupil movements (entering, leaving and flows within the educational system).

C. *Major Research projects reported in the academic years 1966/67 and 1967/68*

1. Analysis of the structure of the educational system in Baden-Württemberg

D. *Major research projects in progress*

1. Analysis of pupil flow in the educational system in Baden-Württemberg.

No. 2

Name : ARBEITSSTELLE ZUR FÖRDERUNG UND PFLEGE WISSENSCHAFTLICHER METHODEN DES LEHRENS UND LERNENS E. V.
CENTRE FOR THE PROMOTION AND APPLICATION OF SCIENTIFIC METHODS OF TEACHING AND LEARNING

Address : 69 Heidelberg 1.
Hans-Thoma-Strasse 72.

A. The centre, which was founded in the spring of 1964 on the initiative of the Volkswagenwerk Foundation, promotes the *study and testing of scientific methods of teaching and learning, particularly in respect of programmed instruction, school and study television,* and *language laboratory tuition.* It also supports research projects concerned with the preconditions for the use of these methods in schools and institutions of higher education, or with the study of their effects on the entire educational system. Where possible, the centre observes, co-ordinates and assists in the research projects it supports.

B. *Previous activity :*

By virtue of the objectives laid down in its Statute, the centre's main activity has been in the following four fields :

1. Preparation of reports on and supervision of research projects,

2. Setting up of documentation centres,
3. Forming of groups in which experience can be exchanged,
4. Publication of a documentation series.

C. *Major research projects in the years 1966/68 :*

Researcher	*Where carried out*	*Title of project*
	Projects up to September 1967	
1. Prof. H. Abel	Technische Hochschule Darmstadt	Analyse des Einsatzes von Programmen in der amerikanischen Berufsaus- und -weiterbildung. (Analysis of the use of programmed instruction in vocational and further training in the United States).
2. Prof. H. Abel	Technische Hochschule Darmstadt	Forschungsvorhaben über den Einsatz programmierter Unterweisung für integrierten, praktisch-theoretischen Unterricht am Beispiel der " Einführung in die Maschinenkunde " an der Berufsschule. (Research project on the use of programmed material for integrated, theoretical and practical instruction, taking as an example the subject " introduction to mechanical engineering " at the vocational school).
3. Prof. W. Arnold	Psychologisches Institut der Universität Würzburg	Zusammenhang zwischen Lösungsdauer und Lernschrittgrösse bei verschiedenen Intelligenzstufen. (Relationship between the time taken to solve a problem and the degree of progress by pupils with different levels of intelligence).
4. Prof. W. Correll	Seminar für Pädagogische Psychologie der Hochschule für Erziehung, Giessen	Untersuchung der Wirksamkeit des Programmierten Lernens im Bereich des muttersprachlichen Erstleseunterrichts. (Investigation of the effectiveness of programmed material in the initial stage of reading in the native language).
5. Prof. H. Frank	Institut für Kybernetik, Pädagogische Hochschule, Berlin	Aufbau und Programmierung eines adaptiven Lehrautomaten für beliebige Programme. (Construction and programming of an adaptive automatic teaching device for random programmes).
6. Prof. K. Gottschaldt	Psychologisches Institut der Universität Göttingen	Rechenunterricht im 6. Schuljahr der Volksschule (Grossversuch). Vergleich von traditionellem mit programmiertem Unterricht. (Arithmetic in the 6th class of the primary school (large-scale experiment). Comparison of traditional and programmed instruction).
7. Prof. K. Gottschaldt	Psychologisches Institut der Universität Göttingen	Programmierten Unterricht an Sonderschülern (Hilfsschülern) des 6. bis 8. Schuljahres. (Programmed instruction for backward children from the 6th to the 8th class).

Researcher	*Where carried out*	*Title of project*
8. Prof. von Hentig, Prof. H. Roth	Pädagogisches Seminar der Universität Göttingen	Entwicklung mehrerer Lehrprogramme und Erprobung in verschiedenen organisatorischen Formen. (Development of several teaching programmes and their testing in various organisational forms).
9. Prof. W. Hochheimer	Institut für Pädagogische Psychologie, Pädagogische Hochschule, Berlin	Untersuchung zur Frage des Lern- und Denkprozesses. (Study of the learning and thinking process). Übersetzung von Programmausschnitten zur Erprobung an deutschen Schülern im Einzel-, Gruppen- und Klassenversuch. (Translation of sections of programmed material for experiment with German children, individually, in groups and in classes). Erstellung einiger Versuchsprogramme zu sozial-psychologischen Themen. (Preparation of experimental programmes on social psychology).
10. Prof. G. Mühle	Zentrum für neue Lernverfahren der Universität Tübingen	Ausstattung des Zentrums mit Geräten und Hilfsmitteln zur Durchführung von Grundlagenforschung auf den Gebieten der Programmierten Unterweisung, des Sprachlabors und des Schul- und Studienfernsehens. (Equipping the centre with apparatus and aids for basic research in the fields of programmed instruction, the language laboratory, school and study television).
11. Dr. W. Schäfer	Odenwaldschule, Ober-Hambach	Programmierter Rechenunterricht im 5. und 6. Schuljahr. (Programmed arithmetic in the fifth and sixth school years). Entwicklung des alternierenden Unterrichts. (Development of alternating tuition).
12. Prof. H. Schiefele	Pädagogische Hochschule Augsburg	Gestalttheorie in der programmierten Unterweisung. Vergleich verschiedener Programmierungstechniken. (Forms and methods of programmed instruction. Comparison of programming techniques).
13. Prof. W. Schultze	Deutsches Institut für Internationale Pädagogische Forschung, Frankfurt	Möglichkeit, Form und Arbeitsweisen beim Einbau von Experimenten, insbesondere quantitativen Experimenten, in Unterrichtsprogramme. (Possibilities of incorporating experiments, especially quantitative experiments, in programmes of instruction ; form and procedure).

Researcher	*Where carried out*	*Title of project*
	Schulbehörde, Hamburg	Gestaltung und didaktischer Ort der Unterrichtsprogramme. (Forms of instruction programmes and their place in the teaching process).
14. Volkhard Simons	Deutsches Institut für Internationale Pädagogische Forschung, Frankfurt	Untersuchung der Programmierbarkeit von Ton-Notendiktaten, mit Liedeinübungen und Partnerarbeit für den Anfangsunterricht im Notenlesen. (Study of the feasibility of programming sound music dictation, based on song practice and work in pairs, for use in the initial stage of music reading).
15. Prof. R. Tausch	Psychologisches Institut der Universität Hamburg	Untersuchungen optimaler Bedingungen des Rechtschreibtrainings. (Study of the most favourable conditions for training in spelling). Entwicklung und Erprobung eines programmierten Rechtschreibtrainings. (Development and testing of a programmed method of training).
16. Prof. U. Undeutsch	Forschungsgruppe für Programmiertes Lernen e. V., Köln-Lindenthal	Entwicklung mehrerer Lehrprogramme unter Beachtung verschiedener lerntheoretischer Ansätze. (Development of several teaching programmes taking into account various approaches of learning theory).
17. Prof. H. Wegener	Institut für Psychologie der Universität Kiel	Einsatz der programmierten Unterweisung bei Sonderschülern. (Programmed instruction in special education).
18. Prof. K. Weltner	Pädagogische Hochschule, Osnabrück	Programmierte Unterweisung in Physik, Chemie und Mathematik. (Programmed instruction in physics, chemistry and mathematics).
19. Prof. E. Zellinger	Pädagogische Hochschule, München	Untersuchungen zur Komplexität des Lernvorganges und zum Problem der Wechselwirkung von Programm, Ziel, Motivation und feedback. (Studies on the complexity of the learning process and the problem of the interplay of programme, aim, motivation and feedback).
20. Prof. Zielinski	Institut für Erziehungswissenschaft der Technischen Hochschule Aachen	Wesen, Möglichkeiten und Grenzen apparativer Lernhilfen im programmierten Unterricht. (Possibilities of using learning aids in programmed instruction ; types of aids and their limitations).

Researcher	Where carried out	Title of project
21. Prof. Zielinski	Institut für Erziehungswissenschaft der Technischen Hochschule Aachen	Möglichkeiten der programmierten Unterweisung im Unterricht der Berufsschule. (Possibilities of programmed instruction in the vocational school).
22. Prof. H. Heckhausen	Psychologisches Institut der Universität Bochum	Die Benutzung von technischen Lernhilfen in Abhängigkeit von Anspruchsniveau und Leistungsmotivation der Schüler. (Use of technical learning aids depending on pupil's ability and their motivation for performance).

Language laboratories

23. The schools and institutes listed below were equipped with language laboratories for the purpose of studying the various aspects of their use in language tuition :

Ernst-Moritz-Arndt-Schule, Bonn
Friedrich-Ebert-Schule, Bonn
Hermann-Lietz-Schule, Schloß Bieberstein
Melanchthon-Schule, Steintal üb. Treysa
Odenwaldschule, Ober Hambach
Pädagogische Hochschule, Bonn
Pädagogische Hochschule, Lüneburg
Erziehungswissenschaftliches Seminar der Universität Marburg, Prof. Dr. W. Klafki
Seminar für Studienreferendare, Rottweil
Seminar für Erziehungswissenschaft der Universität Hamburg, Prof. Dr. G. Hausmann
Technische Hochschule, Braunschweig
Ev. Studienwerk, Haus Villigst, Bochum
Blindenstudienanstalt, Marburg
Landesblindenanstalt, München
Niedersächsische Landesblindenanstalt, Hannover
Zentrum für neue Lernverfahren, Tübingen, Prof. Dr. G. Mühle

Researcher	Where carried out	Title of project
24. H. Ankerstein Senior Assistant	Pädagogisches Institut der Stadt Köln	Untersuchungen über Konzentrationsfähigkeit, optimale Arbeitszeit, Hörfähigkeit und Eigenkorrekturfähigkeit im Sprachlabor. (Tests concerning ability to concentrate, optimal amount of learning time, hearing ability, and ability of self-correction in the language laboratory).
25. Prof. Heuser	Pädagogische Hochschule, Wuppertal	Entwicklung von Sprachlaborprogrammen und Erforschung besonderer Aspekte der Sprachlaborarbeit. (Development of language laboratory programmes and the study of special aspects of this teaching method).
26.	Melanchthon-Schule Steinatal über Treysa	Durchführung einiger Forschungsvorhaben auf dem Gebiet des schulischen Einsatzes von Sprachlehranlagen. (Several projects on the use of language laboratories in schools).

Researcher	*Where carried out*	*Title of project*
27.	Arbeitskreis Lehren und Lernen e.V.	Einsatz des französischen Sprachlehrwerkes « En France comme si vous y étiez ». (French language course).
28.	Arbeitskreis Lehren und Lernen e.V.	Programmierung des Klett-Lehrbuches « Learning English, A 1 neu ». (Programming of the textbook « Learning English, A 1 neu » — publishers : Klett).
29.	Arbeitskreis Lehren und Lernen e.V.	Finanzierung der deutschen Teilnehmer am Internationalen Seminar über Fremdsprachenunterricht vom 4. Juli bis 5. August 1966. (Financing German participants in the International Seminar on Foreign Language Tuition, 4th July to 5 August 1966).
30. Prof. G. Mühle	Zentrum für neue Lernverfahren an der Universität Tübingen	Vervielfältigungseinrichtung für Diapositive. (Equipment for duplicating transparencies).

Television for schools and higher education

31.	Bayerischer Rundfunk	Telekolleg (« Tele College »-courses of study by television).
32. Prof. E. Groß	Seminar für Pädagogische Soziologie der Hochschule für Erziehung, Gießen	Schulinternes Fernsehen (Closed-circuit television for schools).
33. Prof. H. Heinrichs	Pädagogische Hochschule, Alfeld	Schulfernsehversuch in Hannover. (School television experiment in Hanover).
34. Prof. M. Keilhacker	Wissenschaftliches Institut für Jugend- und Bildungsfragen in Film und Fernsehen, München	Untersuchungen zur Wirkung allgemeinbildender Fernsehsendungen auf Kinder und Jugendliche. (Studies on the effects of general television programmes on children and juveniles).
35. Prof. M. Keilhacker	Wissenschaftliches Institut für Jugend- und Bildungsfragen in Film und Fernsehen, München	Wissenschaftliche Untersuchungen über das Schulfernsehen. (Scientific research into school television).
36. Prof. L. Pongratz	Psychologisches Institut II der Universität Würzburg	Interne Fernsehanlage für die Durchführung von Forschungsprojekten im Bereich der wissenschaftlichen Entwicklung der Schulpädagogik. (Closed-circuit television system for research projects concerning the scientific development of teaching methods).
37. Herr Uessem Deputy Headmaster	Volksschule Bonn-Grau, Rheindorf	Schulinternes Fernsehen. (Closed-circuit school television).

Researcher	*Where carried out*	*Title of project*
38. Prof. Weltner	Pädagogische Hochschule, Osnabrück	Entwicklung eines Hilfsgerätes für Leistungssporttraining. (Development of a special piece of training equipment for sportsmen).
39. Prof. I. Weithase	Institut für Sprechkunde der Universität München	Interne Fernsehanlage. (Closed-circuit television equipment).
	Audio-visual systems for observation of teaching	
40. Prof. A. O. Schorb	Institut für Unterrichtsmitschau- und Unterrichtsdokumentation, Pädagogische Hochschule, Bonn	Film- und Fernsehvorhaben « Pädagogische Dokumentation ». (Television and film project : « educational documentation »).
41. Dr. Klink	Pädagogische Hochschule, Bremen	Einrichtung einer Unterrichtsmitschauanlage. (Introduction of an audio-visual teaching observation system).
42. Prof. H. Schiefele	Pädagogische Hochschule, Augsburg	Einrichtung einer Unterrichtsmitschauanlage (Introduction of an audio-visual teaching observation system).
43. Prof. E. Meyer	Pädagogische Hochschule, Heidelberg	Einrichtung einer Unterrichtsmitschauanlage und Entwicklung einer mobilen Anlage (Telemobil). (Introduction of an audio-visual teaching observation system and development of a mobile unit).
44.	Pädagogische Hochschule, Münster	Einrichtung einer Unterrichtsmitschauanlage. (Audio-visual teaching observation system).
45.	Pädagogische Hochschule, Oldenburg	Einrichtung einer Unterrichtsmitschauanlage. (Audio-visual teaching observation system).
46.	Pädagogische Hochschule, Vechta	Einrichtung einer Unterrichtsmitschauanlage. (Audio-visual teaching observation system).
47. Prof. A.O. Schorb	Pädagogische Hochschule, Bonn	Weitere Verbesserung der Apparatur der Unterrichtsmitschauanlage und Unterstützung einiger Versuche zur Gewinnung von Vergleichswerten über verschiedene Verfahren für qualifizierte Bild- und Tonaufnahmen. (Improvement of audio-visual teaching observation equipment ; assistance in experiments with a view to comparing different methods of obtaining suitable film and sound recordings).

Researcher	*Where carried out*	*Title of project*
48.	Arbeitskreis Lehren und Lernen, e.V.	Kongreß Schul- und Studienfernsehen, Berlin vom 27.-29.9.66. (Congress on television for schools and further education, Berlin 27th - 29th September 1966).

Projects between 1st October 1967 and 31st October 1968

Programmed instruction

49. Prof. F. Merz	Institut für Psychologie der Universität, Marburg	Modelluntersuchung zur Hochschuldidaktik am Beispiel des Statistikunterrichts für Psychologen. (Experimental study on teaching methods in the field of higher education, based on the example of instruction on statistics for psychologists).
50. Prof. W. Mialki	Institut für Kerntechnik der Technischen Universität, Berlin	Einführung von programmiertem Unterricht für die Vorbereitung der kerntechnischen Vorlesungen. (Introduction of programmed instruction in preparation for lectures on nuclear technology).
51. Dr. R. Ortner	Pädagogische Hochschule, Bamberg	Einsatz von Tonband-Cassetten im Leseunterricht der Grundschule. (Use of cassette tape recordings for teaching of reading in the primary school).
52. Prof. W. Schultze	Deutsches Institut für Internationale Pädagogische Forschung, Frankfurt	Ermittlung der Lernwirkung von Unterrichtsprogrammen unter besonderer Berücksichtigung des Klasseneffekts. (Effect of programmed instruction on the learning process, with special emphasis on class effect).

Language laboratories

53. Prof. W. Klafki	Erziehungswissenschaftliches Seminar der Universität, Marburg	Wissenschaftliche Begleituntersuchung zum Testprogramm « Learning English ». (Scientific study based on the test programme « Learning English »).

Television for schools and higher education

54. Prof. M. Keilhacker	Wissenschaftliches Institut für Jugend- und Bildungsfragen in Film und Fernsehen, München	Fortführung von wissenschaftlichen Untersuchungen über das Fernsehen von Kindern und Jugendlichen, insbesondere über das Schulfernsehen. (Continuation of scientific studies on televiewing by children and juveniles, with special emphasis on television for schools).

Researcher	*Where carried out*	*Title of project*
55. Dr. Lessing (Headmaster)	Goethe-Gymnasium, Bad Ems	Lehrerfortbildung mit Hilfe einer Fernsehanlage. (Further training of teachers by television).
56. Herr K. H. Meyer	Veernschule, Bremerhaven	Schulinternes Fernsehen. (Closed-circuit school television).
57. Herr Pitsch	Seminar für Studienreferendare, Rottweil	Einrichtung einer Fernseh-Übertragungs- und Aufzeichnungsanlage. (Introduction of a television recording and transmission system).
58. Prof. H. Röhrs	Erziehungswissenschaftliches Seminar der Universität Heidelberg	Kleinanlage zur Fernseh-Wiedergabe. (Small television reproduction unit).
59. Dr. G. Schottmayer	Pädagogisches Institut der Universität Hamburg	Bild-Ton-Unterrichtsdokumentation, Einrichtung einer Film- und Fernsehanlage. (Films and tapes : introduction of a film and television unit).
60.	Pädagogische Hochschule, Saarbrücken	Einrichtung einer Unterrichtsmitschauanlage. (Introduction of an audio-visual teaching observation system).

No. 3

Name : ARBEITSSTELLE FÜR BETRIEBLICHE BERUFSAUSBILDUNG
CENTRE FOR INDUSTRIAL AND VOCATIONAL TRAINING

Address : 53 Bonn.
Moltkestr. 6-10.

Director : Dr.-Ing. E. KRAUSE.

A. *Historical*

1. Year of foundation : 1947.

2. On whose initiative was the institute founded ?

Chambers of Commerce in the Federal Republic of Germany.

3. What were the reasons that led to its foundation ?

Dissolution of the Reichsinstitut für Berufsausbildung in Handel und Gewerbe, Berlin, in 1945. The centre has carried on the institute's work and is thus to all intents and purpose its successor.

B. *Organization and programme*

1. Independent institute. Sponsors : Deutscher Industrie- und Handelstag (DIHT), Bundesverband der deutschen Industrie (BDI), Bundesvereinigung der deutschen Arbeitgeberverbände (BDA).
2. No directing board.

3. What divisions exist in your institute ?

Three divisions for :

- Classification of apprenticeship trades (technical),
- Classification of apprenticeship trades (commercial),
- Training aids and equipment.

4. Participation in the initial and/or further training of teachers :

The director is concerned with the training of vocational school teachers in Aachen.

5. Present size of staff :

	(full-time)
total	40
researchers	14

6. The budget is provided by Deutscher Industrie- und Handelstag (50 %), Bundesverband der deutschen Industrie (25 %), Bundesvereinigung der deutschen Arbeitgeberverbände (25 %).

7. Main fields of research activity :

Vocational and vocational training research.

C. *Major research projects reported in 1966/67 and 1967/68*

1. Retail trade : study of the types and work of employees in the retail trade ; qualifications and careers. This project involved 130 establishments, 25 branches.

Researcher : Dr. MOLLE.

2. Analyses for the re-classification of electrical trades involving 1,400 firms covering all electrical trades with a view to ascertaining the main areas of emphasis from which apprenticeship trades and the appropriate training programmes can be derived.

Researcher : Dipl.-Ing. PFEUFFER.

3. Analyses of trades in the textile industry, involving 300 firms and a further 100 firms for the purpose of re-organising apprenticeships and vocational training.

Researcher : Ing. grad. AXT.

No. 4

Name :	COMENIUS-INSTITUT — EVANGELISCHE ARBEITSSTÄTTE FÜR ERZIEHUNGSWISSENSCHAFT COMENIUS INSTITUTE — EDUCATIONAL RESEARCH CENTRE SPONSORED BY THE PROTESTANT CHURCHES OF THE FEDERAL REPUBLIC OF GERMANY
Address :	4400 Münster/Westf. von Bodelschwinghstr. 12
Directors :	Dr. Ingeborg ROEBBELEN : Chairman of the Executive Committee : Prof. Dr. H. KITTEL ; Managing director : LKR i.R. A. BACH

A. *Historical*

1. Year of foundation (year of coming into operation) : 1954 (1956).

2. On whose initiative was the institute founded ?

Protestant Teachers' Association of Germany.

3. What were the reasons that led to its foundation ?

The teachers' request for a critical evaluation of the educational system in post-war Germany ; urgent problems of the reform of education ; the need for a critical analysis of Church activities in the field of education and religious instruction, based on general educational principles.

B. *Organization and programme*

1. Independent institute.
2. Do you have a directing, governing or advisory board ?
   a) Assembly of members : advisory functions, adoption of the budget.
   Members : All Protestant churches in Western Germany, Protestant associations of teachers, and school societies ;
   b) Executive committee : Decisions on particular projects, publications etc.
   Members : Director, 5 delegates of the sponsoring institutions, 3 professors, 4 free members of affiliated institutions.
3. What divisions, sections, units etc., exist in your institute ?
   a) Research in education ;
   b) Religious education ;
   c) Social educational research ;
   d) Department " Correspondence study in theology for Protestant teachers ".
4. Participation in the initial and/or further training of teachers :
   Correspondence study in theology for Protestant teachers.
5. Present size of staff :

		(full-time)	(part-time)
total	22	10	12

6. Total *budget :*
   in 1966 : DM 252 100,—
   1967 : DM 307 900,—
   1968 : DM 359 000,—

   Predominant source of finance :

   Sponsoring institutions : Protestant churches of the Federal Republic of Germany, Volkswagenwerk Foundation (espec. for 3 d), State of North Rhine/Westphalia (library).
7. Main fields of research activity :
   General pedagogics and educational research ;
   Religious education ;
   Social educational research ;
   Correspondence study in theology for Protestant teachers.

C. *Major research projects reported in 1966/67 and 1967/68*

1. The level of educational and training requirements for social workers in the Federal Republic of Germany and Berlin-West.
Researchers : Prof. Dr. C.-L. FURCK, Dipl. Soz. D. ECKENSBERGER.

2. Structure and function of laymen's work in Church Service and Sunday School (Kindergottesdienst) for children (age 5 to 13) ; situation, theological and educational conceptions of Church Service for children.
Researchers : Pfarrer E. GRIESE, Dipl. Soz. R. STIEGLER.

3. Religious education in Christian families.
Researcher : Pastor Friederich W. Bargheer.

D. *Major research projects in progress*

1. Correspondence study in theology for Protestant teachers.
Researchers : Prof. D. RATSCHOW (Marburg), secretary of the research project committee ; Dr. H. SCHULTZE, Managing Secretary and Director of the training courses.

No. 5

Name : **DEUTSCHE FORSCHUNGSGEMEINSCHAFT**
GERMAN RESEARCH ASSOCIATION

Address : 532 Bad Godesberg
Kennedyallee 40

A. The Association was founded in 1951 and its functions are defined as follows in its Statute :

" The German Research Association promotes all fields of science by providing financial support for research projects and encouraging co-operation among researchers. It advises parliaments and public authorities on scientific matters and helps research institutes and their researchers to establish and maintain contacts with their counterparts in industry and in other countries. It devotes special attention to the training of young research workers. "

The following *educational research projects were financed between 1966 and 1968 :*

Researcher	*Research project*	*1966 (DM)*	*Nature of assistance*
1. Prof. A.M. Däumling	Interaktions-Determination in gruppendynamischen Laboratorien und im Sensitivity Training (Determination of interaction in laboratory groups and in sensitivity training)	34,800	Equipment
2. Prof. H.v. Hentig, Göttingen	Empirische Untersuchungen auf dem Gebiet der Sozialpädagogik (Empirical studies in the field of socio-pedagogical research)	4,210	Equipment
3. Prof. H. Roth, Göttingen	Das Verhältnis von Kindern und Jugendlichen verschiedener Altersstufen zur Technik (The attitude of children of various age groups to science and technology)	20,500	Equipment
4. Prof. H. Scheuerl, Frankfurt	Auswertung von « Hearings » der Westdeutschen Rektorenkonferenz (Evaluation of « hearings » conducted by the West German Rectors' Conference)	4,500	Equipment
5. Prof. W. Schultze, Frankfurt	Der technische Wortschatz 10-15jähriger Kinder (The technical vocabulary of 10- to 15-year-old children)	19,500	Equipment
6. Dr. D. Benner, Bonn	Historisch-systematische Darstellung Der Versuche einer Grundlegung der Pädagogik nach FICHTES Wissenschaftslehre (Systematic historical survey of attempts to establish fundamental educational principles on the basis of Fichte's scientific theory)	6,000	Scholarship

Researcher	*Research project*	*1966 (DM)*	*Nature of assistance*
7. Prof. H. Döpp-Vorwald, Münster	Ausgabe ausgewählter Schriften von Peter PETERSEN und Veröffentlichung zur Wissenschaftstheorie der Pädagogik (Publication of selected writings of Peter Petersen on education theory)	14,970	Scholarship
8. Dr. V. v. Zsolnay, Mainz	Das ungarische Schulwesen seit 1945 (The Hungarian school system since 1945)	2,000	Travel expenses
9. Prof. H. Röhrs, Heidelberg	Studium des Schul- und Bildungswesens sowie der Berufs- und Erwachsenenbildung (Afrika) (Study of school, higher, vocational, and adult education in Africa)	18,700	Travel expenses
10. Dr. H. Lange, Ahrensburg	Schulbau und Schulverfassung (School building and school legislation)	12,580	Printing costs
11. Dr. U. Müllges, Aachen	Bildung und Berufsbildung (Education and vocational training)	7,000	Printing costs
12. Dr. P. M. Roeder, Hamburg	Erziehung und Gesellschaft (Education and society)	9,000	Printing costs

Researcher	*Research project*	*1967 (DM)*	*Nature of assistance*
13. Prof. A.M. Däumling, Bonn	Interaktions-Determination in gruppendynamischen Laboratorien und im Sensitivity Training (Determination of interaction in laboratory groups and in sensitivity training)	25,200	Equipment
14. Prof. W. Asmus, Gießen	Herbart-Biographie Bd. 1 (Herbart biography, vol. 1)	6,800	Printing costs
15. Dr. V. Conzemius, Dublin	Matthias Aulike 1807-1865. — Ein Beitrag zur Geschichte der Katholischen Abteilung im Preussischen Kultusministerium (Matthias Aulike, 1807-1865 — a contribution to the history of the Catholic department of the Prussian Ministry of Education)	1,900	Printing costs
16. Prof. G. Eigler, Mannheim	Bildsamkeit und Lernen (Adaptability and learning)	3,030	Printing costs
17. Dr. H. Hornstein, Bonn	Weisheit und Bildung. Die Bildungslehre des Comenius (Wisdom and Education. The teaching of Comenius)	8,150	Printing costs

Researcher	*Research project*	*1967 (DM)*	*Nature of assistance*
18. Dr. W. Halbfaß, Göttingen	Vergleichende Untersuchung zur indischen und griechischen Kategorienlehre (Comparative study of the categories in Indian and Greek philosophy)	12,600	Scholarship
19. Prof. O. Monsheimer, Frankfurt	Studien auf dem Gebiete des beruflich-technischen Bildungswesens (USA) (Studies in the field of vocational-technical education (USA))	6,412	Travel expenses

Researcher	*Research project*	*1968 (DM)*	*Nature of assistance*
20. Prof. H. Heckhausen, Bochum	Entwicklungs- und Motivationspsychologie (Psychology of development and motivation)	13,410	Equipment
21. Prof. W. Asmus, Gießen	Herbart-Biographie Bd. 2 (Herbart biography, vol. 2)	626	Equipment
22. Dr. H. Widmann, Tübingen	Geltung und Einfluß der deutschen (bzw. westlichen) Pädagogik in der Türkei seit Atatürk (Importance and influence of German (and Western) educational principles in Turkey since Ataturk)	20,500	Scholarship
23. Dr. W. Halbfaß, Göttingen	Vergleichende Untersuchung zur indischen und griechischen Kategorienlehre (Comparative study of the categories in Indian and Greek philosophy)	12,600	Scholarship

No. 6

Name : DEUTSCHER BILDUNGSRAT
GERMAN COUNCIL FOR EDUCATION

Address : 532 Bad Godesberg
Kölner Strasse 50

Directors : Chairman : Prof. Dr. Karl Dietrich ERDMANN
Secretary General : Dr. Franz LETZELTER

A. ***Historical***

1. Year of foundation (year of coming into operation) : 1965 (1966).
2. On whose initiative was the institute founded ?

Founded as a result of an agreement between the Länder Governments and the Federal Government. The agreement was concluded on 15 July 1965 and stipulates that the Bildungsrat shall consist of an education commission and a governmental commission.

B. *Organization and programme*

1. Independent institution.

2. The education commission has appointed the following sub-committees : pre-school education ; selection and furtherance of the gifted ; school beginners and leavers, period of differentiation, length of school course ; school and career ; adult education ; teacher training ; equal opportunities in education ; experimental programme.

In 1967 a working group on curriculum reform was formed under the chairmanship of Professor Krings. The group met twice in 1967 and has heard the views of distinguished German and foreign experts on this subject.

3. Main fields of research activity.

Tasks of the education commission :

— Drafting of development and requirement plans in the field of education which meet the cultural, economic and social needs of society and take into account the future demand for trained personnel ;

— To make proposals for the structure of the educational system and to assess financial requirements ;

— To elaborate recommendations for long-term planning at the various levels of education.

The sub-committees submit applications for advisory reports and surveys to the education commission for approval. The reports and studies listed in section C were commissioned.

The education commission decides, on the suggestion of the sub-committee concerned, which reports are to appear in the series "*Reports and Studies of the Education Commission*", published by the Klett-Verlag, Stuttgart.

Publications to date :

Enno Schmitz :	Die öffentlichen Ausgaben für Schulen in der Bundesrepublik Deutschland bis 1970 (Public Expenditure for Schools in the Federal Republic of Germany up to 1970)
Hans Scheuerl :	Die Gliederung des deutschen Schulwesens (Classification of the German Educational System)
Saul B. Robinsohn :	Differenzierung im Sekundarschulwesen — Vorschläge zur Strucktur der weiterführenden Schulen im Lichte internationaler Erfahrungen (Differentiation in Secondary Education — Proposals on the Structure of Secondary Schools in the Light of International Experience)
Heinrich Roth : (editor)	Begabung und Lernen — Ergebnisse und Folgerungen neuer Forschungen (Talent and Learning — Results and Conclusions of New Research Projects)
Willi Albers Alois Oberhauser Wolfgang Michalski Eberhard Thiel Enno Schmitz	Sozialprodukt, öffentliche Haushalte und Bildungsaufgaben — eine Projektion bis zum Jahre 1975 (National Product, Public Budgets and Expenditure for Education — a Projection up to 1975)
Peter Siewert :	Kostenberechnung für Ganztagsschulen (Estimated Cost of All-day Schools)
Lotte Schenk-Danzinger:	Empirische Untersuchungen zur Schulreife unter besonderer Berücksichtigung der Lesereife (Empirical Studies on Readiness for Formal Schooling with Special Regard to Reading Ability)
Wilhelm Richter :	Didaktik als Aufgabe der Universität — Gegenwärtiger Bestand und künftige Gestaltung (Teaching as a Task of the University — Present and Future Aspects)
Burkhard Lutz :	Prognosen der Berufsstruktur — Methoden und Resultate (Forecasts of future vocational structures — methods and results)

C. *Reports and Studies Commissioned by the Education Commission (As at October 1968)*

Proposed by	*Subject*	*Author*
1. Sub-committee on finance	Vorausberechnungen der Einnahmen und Ausgaben der öffentlichen Hand bis 1975 (Estimated public revenue and expenditure up to 1975) (Concerns the extent of government and private expenditure for the whole field of education)	Prof. F. Edding
2. Sub-committee on finance	Vorausberechnungen der Einnahmen und Ausgaben der öffentlichen Hand bis 1975 (Estimated public revenue and expenditure up to 1975) (Concerns total expenditure within the various sectors of the economy (agriculture, commerce and transport, services, social investment), presuming that the relevant factors remain constant)	Dr. E. Thiel Dr. M. Michalski
3. Sub-committee on finance	Vorausberechnungen der Einnahmen und Ausgaben der öffentlichen Hand bis 1975 (Estimated public revenue and expenditure up to 1975) (Concerns the total revenue of the Federation and the Länder presuming that there will be no amendments to existing tax legislation and that there will be a real economic growth of 3.5 to 4 %)	Prof. W. Albers Prof. A. Oberhauser
4. Sub-committee on school beginners and leavers, period of differentiation, length of school course	Empirische Schulreifeuntersuchungen bei 5-6Jährigen. (Empirical studies on the readiness of 5- and 6-year-olds for formal schooling)	Prof. H. Lückert
5. Sub-committee on school beginners and leavers, period of differentiation, length of school course	Der Schuleintritt in ausländischen Bildungssystemen ; ein internationaler Vergleich. (School-starting ages in other countries — a comparison)	Prof. G. Hausmann
6. Sub-committee on school beginners and leavers, period of differentiation, length of school course	Empirische Untersuchungen zur Schulreife mit besonderer Berücksichtigung der Lesereife. (Empirical studies on readiness for formal schooling, with special regard to reading ability)	Dr. Lotte Schenk-Danzinger

Proposed by	*Subject*	*Author*
7. Sub-committee on the selection and furtherance of the gifted	Sammelreferat zum Stand der Forschung zur Begabungsfrage. (Survey of current research concerning gifted children)	Prof. G. Mühle
8. Sub-committee on the selection and furtherance of the gifted	Begabung und Vererbung, über den Zusammenhang zwischen genetischer Information und dem Merkmal Lernfähigkeit. (Talent and heredity ; on the relationship between genetic information and ability to learn)	Prof. H. Baitsch
9. Sub-committee on the selection and furtherance of the gifted	Zur Theorie einer Entwicklung der Lernfähigkeit in ihrer Abhängigkeit von Reifebedingungen und Lernangeboten. (On the theory of the development of ability to learn as governed by maturity and opportunity)	Prof. H. Aebli
10. Sub-committee on the selection and furtherance of the gifted	Untersuchungsergebnisse zur Bildungswilligkeit von Eltern im Hinblick auf ihre Kinder. (Results of a survey of the attitudes of parents to their children's education)	Prof. W. Arnold
11. Sub-committee on the selection and furtherance of the gifted	Ergebnisse der Denkpsychologie zur Frage der Steigerung der Produktivität beim problemlösenden Verhalten durch transferfördernde Methoden. (Results of reasoning psychology concerning the increase in productivity in the solution of problems using transfer facilitating methods)	Prof. R. Bergius
12. Sub-committee on the selection and furtherance of the gifted	Förderung der Lernfähigkeit und Lernleistungen durch Veränderungen in didaktischen Systemen. (Increasing learning ability by altering teaching methods)	Dr. K.H. Flechsig
13. Sub-committee on the selection and furtherance of the gifted	Zur Genese der Lernmotivation — Förderung der Lernmotivation in der intellektuellen Tüchtigkeit. (The genesis of learning motivation — increasing learning motivation in intellectual proficiency)	Prof. I. Heckhausen
14. Sub-committee on the selection and furtherance of the gifted	Grenzen und Möglichkeiten des Lehrerurteils und der Testaussagen im Hinblick auf die Lernfähigkeit. (Limitations and possibilities of teachers' opinions and test results with regard to learning ability)	Dr. K.H. Ingenkamp
15. Sub-committee on the selection and furtherance of the gifted	Aussagen der Sozialisationstheorien zur ausserschulischen Genese der Lernfähigkeit. (Purport of theories on the out-of-school origin of ability to learn)	Prof. K. Mollenhauer

Proposed by	*Subject*	*Author*
16. Sub-committee on the selection and furtherance of the gifted	Die schichtspezifische Wirkung von Sprache als Determinante kognitiven Verhaltens. (The effect of language as the determinant of cognitive behaviour, as related to social background)	U. Oevermann
17. Sub-committee on the selection and furtherance of the gifted	Zum Problem der begabungsgerechten Auslese beim Eintritt in die höhere Schule und während der Schulzeit. (Problem of selection for secondary education)	Prof. U. Undeutsch
18. Sub-committee on the selection and furtherance of the gifted	Zur Lernfähigkeit Minderbegabter. (Learning ability of less gifted children)	Prof. H. Wegener
19. Sub-committee on equal opportunities in education	Bildungschancen in der BRD im Lichte statistischer Gruppenvergleiche. Karte der BRD für relativen Schulbesuch nach Volkszählung 1961 ; Identifizierung der Notstandsgebiete mit Tabellenanhang. (Educational opportunities in the Federal Republic of Germany in the light of statistical group comparisons. Map of the Federal Republic indicating relative school attendance based on the 1961 census ; identification of critical areas ; tables)	Prof. P. Peisert
20. Sub-committee on equal opportunities in education	Ursachen unterschiedlicher Bildungschancen in der BRD — Frage der finanziellen Voraussetzungen, Frage der sozialen Distanz, Sekundäranalyse. (Causes of unequal opportunity in the Federal Republic — financial situation and social status ; analysis of literature)	Prof. J. Hitpass
21. Sub-committee on equal opportunities in education	Neue Erörterung des Katholischen Bildungsdefizits ; (zunehmende Repräsentativität ; Konzil). (New discussion of the Catholic educational deficit ; (growing representativeness ; Ecumenical Council))	Prof. K. Erlinghagen
22. Sub-committee on equal opportunities in education	Der Zusammenhang von Abiturnoten und Studienleistung. (The relationship between marks attained in the higher leaving certificate examination and subsequent university performance)	D. E. Weingardt
23. Sub-committee on equal opportunities in education	Erbpsychologische Befunde zum Begabungsproblem. (Psychological analysis of hereditary intelligence)	Prof. K. Gottschaldt

Proposed by	Subject	Author
24. Sub-committee on school beginners and leavers, period of differentiation, length of school course	Welche Empfehlungen können aus der vergleichenden Betrachtung der internationalen Schulverhältnisse für Aufbau und Gliederung des deutschen Schulwesens abgeleitet werden. (What recommendations for the organisation and structure of the German educational system can be derived from a comparative study of international systems)	Prof. S. B. Robinsohn
25. Sub-committee on school beginners and leavers, period of differentiation, length of school course	Analytische Darstellung der Gliederung des deutschen Schulwesens und Gesichtspunkte zu seiner Weiterentwicklung (Stufung und Gliederung, Einheit und Differenzierung). (Analysis of the structure of the German educational system and criteria for its further development (Gradation and structure, unity and differentiation))	Prof. H. Scheuerl
26. Sub-committee on school beginners and leavers, period of differentiation, length of school course	Auswertung der vorliegenden statistischen Untersuchungen über das faktische Schuleintrittsalter in Deutschland. (Evaluation of statiscal surveys of school entrance ages in Germany)	Prof. K. Müller
27. Sub-committee on school beginners and leavers, period of differentiation, length of school course	Medizinische Probleme der Erstschulfähigkeit. (Medical problems and capability for initial school entrance)	Prof. Th. Hellbrügge
28. Sub-committee school and career	Prognosen der Berufsstruktur — Methoden und Resultate. (Forecasts of vocational structures — methods and results)	Dr. B. Lutz
29. Sub-committee school and career	Funktion und Didaktik der Arbeitslehre. (Function and teaching of the theory of labour)	Prof. H. Blankertz
30. Sub-committee school and career	Rekrutierung und Berufschancen (Stellung im Beruf, soziale Mobilität, Einkommen) der Absolventen von Agrar-, Ingenieur- und gärtnerischen Ingenieurschulen. (Recruitment and career opportunities (occupational status, social mobility, income) of graduates of schools of agricultural and horticultural engineering)	Prof. M. Schmiel

Proposed by	*Subject*	*Author*
31. Sub-committee teacher training	Einbeziehung der didaktischen Dimension in die wissenschaftlichen Ausbildungsleistungen der Universität. (Incorporation of the didactical dimension in university academic teaching)	Prof. W. Richter
32. Sub-committee school and career	Rekrutierung von Berufschancen der Absolventen von Höheren Fachschulen im hauswirtschaftlichen und sozialpflegerischen Bereich. (Recruitment and career opportunities of graduates of senior technical schools (domestic science and nursing))	Dr. E. Schulz
33. Sub-committee equal opportunities in education	Verbindung von Materialien über die soziale Rolle der Frau (Frauenenquête) mit Bildungsdaten. (Connexion between experimental data on the social status of women, with educational statistics)	Prof. H. Pross
34. Sub-committee school and career	Rekrutierung und Berufschancen der Absolventen von Höheren Fachschulen im Verwaltungsbereich. (Recruitment and career opportunities of graduates of senior colleges of administrative studies)	Prof. Morstein-Marx
35. Sub-committee school and career	Rekrutierung und Berufschancen der Absolventen von Höheren Fachschulen im kaufmännischen Bereich. (Recruitment and career opportunities of graduates of senior commercial colleges)	Dr. O. Preitz
36. Sub-committee school beginners, etc.	Vergleichende Untersuchung von Regelung des Hochschuleintritts in fünf Ländern (USA, Grossbritannien, Frankreich, Schweden, Finnland) (Comparative study of university entrance in five countries)	Dr. R. Hocevar
37. Sub-committee experimental programmes	Kostenberechnung für Ganztagsschulen a) Kritische Beschreibung bestehender Ganztagsschulen b) Darstellung der personellen, strukturellen u. finanziellen Folgen der Umwandlung bestehender Schulen zu Ganztagsschulen. (Cost of all-day schools : a) critical appraisal of existing all-day schools, b) effects of changing schools into all-day schools on staff, structure and finance)	Peter Siewert
38. Sub-committee on finance	a) Ermittlung der Einnahmen (Nicht-Steuereinnahmen) der öffentlichen Hand b) Zusammenfassende Auswertung der drei Gutachten Albers/Oberhauser, Thiel/Michalski u. Schmitz. a) (Ascertainment of income (not tax revenue) of public authorities) b) (Summary evaluation of the three reports submitted by Albers/Oberhauser, Thiel/Michalski and Schmitz)	Prof. W. Albers

Proposed by	Subject	Author
39. Sub-committee school and career	Objektive Kriterien zur Ueberprüfung der Qualität von Lehrverhältnissen (Objective criteria for an appraisal of apprenticeships)	W. D. Winterhager
40. Sub-committee teacher training	Funktion und Ort der Sozialwissenschaften in der Lehrerbildung (Function and place of the social sciences in teacher training)	Prof. Graf v. Krockow
41. Sub-committee school and career	Rekrutierung und Bildungschancen der Absolventen von Ingenieurschulen. (Recruitment and career opportunities of graduates of engineering colleges)	Prof. D. Goldschmidt
42. Sub-committee experimental programmes	Rechtsfragen der Gesamtschule (Legal questions relating to comprehensive schools)	Gerhard Heimann
43. Sub-committee experimental programmes	Ein Kostenvergleich zwischen Gesamtschulen und dem dreigliedrigen Schulsystem der Bundesrepublik Deutschland. (Comparison of the cost of comprehensive schools and the parallel educational system in the Federal Republic of Germany)	Institut für Bildungsforschung in der Max-Planck-Gesellschaft
44. Sub-committee school beginners, etc.	Die rechtlichen Regelungen des Schuleintritts in den Ländern der Bundesrepublik Deutschland. (Regulations governing school entrance in the Länder of the Federal Republic of Germany)	Prof. K. Müller
45. Sub-committee pre-school education	Vorschulische Entwicklungsförderung bei unzureichendem Anregungsmilieu. (Pre-school development where environmental stimulus is inadequate)	Dr. Stahl
46. Sub-committee teacher training	Didaktik der Leibeserziehung. (Teaching methods in physical education)	Prof. A. Hoffmann
47. Sub-committee teacher training	Die Ausbildung der Lehrer für Musik. (Training of music teachers)	Prof. Messerschmid
48. Sub-committee teacher training	Massnahmen in der Lehrerbildung für die Einführung des Unterrichtsfachs Arbeitslehre. (Inclusion of the subject " theory of labour " in teacher training curricula)	Prof. H. Blankertz
49. Sub-committee pre-school education	Kosten- und Finanzierungsimplikationen von Vorschulerziehungs-Empfehlungen. (Financial implications of recommendations on pre-school education)	Dr. Stahl

No. 7

Name : **DEUTSCHES INSTITUT FÜR INTERNATIONALE PÄDAGOGISCHE FORSCHUNG**
GERMAN INSTITUTE FOR INTERNATIONAL EDUCATIONAL RESEARCH

Address : 6000 Frankfurt/M. 90 Schloßstr. 29
Director : Professor Dr. Walter SCHULTZE (Director of the research staff).

A. *Historical*

1. Year of foundation : 1951.

2. On whose initiative was the institute founded ?

The Government of the State of Hesse, on a suggestion of the then Minister of Education D. Erwin Stein, resolved to establish a " Higher Institute for Educational Science and International Research in Education ". On a proposal of the "Society for Research in Education ", which received considerable grants from US sources and financial and material help from the City of Frankfurt for this project, the " Higher Institute for International Research in Education " was founded by resolutions of the State Government of Hesse as a foundation under public law.

3. What were the reasons that led to its foundation ?

At that time there existed no institute in Western Germany which was engaged in research in the field of education, and in teaching the methods of such research. The institute did not limit its work to the fields that by German tradition are understood to be encompassed by pedagogics ; it included law, administration and economics of education as well as sociology.

B. *Organization and programme*

1. The institute is an independent foundation under public law. The foundation is supervised by the Hessian Minister of Education. Supervision is limited to seeing that the laws and other legal regulations, as well as the statutes of the foundation, are not violated.

2. Directing, governing or advisory board.

The foundation has a board of trustees (Kuratorium) which consists of representatives (senior officials) of the Hessian Ministries of Education and Finance, representatives of pedagogical research institutes in universities, of the German UNESCO Commission, of the USA and of the City of Frankfurt.

3. Research departments :

General and comparative education, including school and social education, vocational education, documentation and information ;
Educational Psychology ;
Sociology of education ;
Economics of education :
Educational and sociological statistics, research on methods.

4. The institute does not hold examinations or grant degrees. Admissible as temporary research asistants : German and foreign teachers from all kinds of schools, school administrators, youth leaders etc. In general the temporary research assistants are detached by their authorities and receive their salaries and retain civil service status whilst working at the institute.

5. Present size of staff :

In 1968 54 scientists were working at the institute (including 7 professors and a permanent staff of 17 academically trained persons and 10 temporary research assistants).

6. Total *budget :*

in 1966 :	DM 1,538,000
1967 :	DM 1,770,000
1968 :	DM 1,742,000

Predominant source of finance :

By a resolution of the Ministers of Education and Finance in the Länder of 1963, the institute was included in an agreement among the Länder on the financing of scientific research institutions (Königstein Agreement).

7. Main fields of research activity :

The foundation promotes international research in education. For this purpose the institute has the following tasks :

(a) To engage in research, especially research in the areas of educational science and the system and practice of education, emphasizing international comparison ; to publish its results and make them available for improving instruction and education ;

(b) to submit these results to the Permanent Conference of the Ministers of Education and the educational administrators of the Länder for their planning and projects ;

(c) to promote further training of experts in educational research and prepare persons for specific educational, administrative and supervisory tasks ;

(d) to counsel and assist teachers and educationists, as well as public and private institutions engaged in research projects and the utilization of such results, and to co-operate with other German, foreign and international educational agencies in comparative educational studies ;

(e)to promote the theoretical and practical introduction to the methods of educational research.

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

1. Leistungsdifferenzierung zu Beginn des 5. Schuljahres

Differentiation of school achievment at the age of 10.

Researcher : Dipl. Psychologe Jürgen WENDELER.

2. Die Programmierbarkeit von Tondiktaten

Possibilities of the programming of musical dictation.

Researcher : Volkhard SIMONS.

3. Gründe für oder gegen die Wahl weiterführender Schulen in verschiedenen Bevölkerungskreisen

Different Aims of Education in Different Strata.

Researchers : Klaus CHRISTOPH, Karola SCHAEDEL.

4. Rassen und Völker im Denken der Jugend

Races and Nations in the Mind of Youth.

Researcher : Oberstudienrat Dr. Hermann MÜLLER.

5. Studien zur Soziologie des Volksschullehrers

Studies on Sociology of Primary School Teachers.

Researchers : Lehrer Ernst Hildebert KRATZSCH, Dozent Werner VATHKE, Dozent Dr. Hermann BERTLEIN.

6. Bildung und Beruf bei Studierenden des zweiten Bildungswegs

The Role of Professional Experience in the Education of Students of the so-called " Zweiter Bildungsweg ".

Researcher : Oberstudiendirektor Dr. Paul HAMACHER.

7. Untersuchung des Verhältnisses zwischen biologischer Forschung und biologischem Unterricht, ein Beitrag zur Curriculum-Forschung

An Inquiry into the Curriculum of Biology Instruction.

Researcher : Dr. Otto KLAUSING.

8. Jungen, Mädchen, Lehrer und Schulen im Zensurenvergleich

Boys, girls teachers and schools compared as to marks obtained.

Researcher : Dipl. Psychologe Werner KNOCHE.

D. *Major research projects in progress*

1. Vergleichende internationale Leistungsuntersuchung in den Fächern Naturwissenschaften, Sozialkunde und Englisch als 1. Fremdsprache

Comparative international study of attainment in science, social studies and English as 1st foreign language.

Researchers : Professor Dr. Walter SCHULTZE, Lothar RIEMENSCHNEIDER.

2. Vorbereitungsdienst und Pädagogische Prüfung für das Höhere Lehramt an beruflichen Schulen in den Ländern der Bundesrepublik Deutschland

Preparatory service and pedagogical examination for vocational school teachers in the Federal Republic of Germany.

Researcher : Studienrat Karl-Heinz MUCK.

3. Dokumentation über den Schulversuch Englisch im 3. und 4. Schuljahr

A study on instruction in English for children aged eight to ten years in the third and fourth grades.

Researcher : Gundi GOMPF.

4. Elternerfahrungen mit dem ersten Schuljahr

Parents' experience with children in their first year at school.

Researcher : Dr. Rudolf RAASCH.

5. Empirische Untersuchungen über das Bewegungsgefüge der lateinischen Schrift

Empirical study concerning writing fluency and form of Latin script.

Researcher : Heinrich GRÜNEWALD.

6. Gründe für den Abgang vom Gymnasium nach der 10. Klasse, empirische Untersuchung vorzeitiger Abgänger unter Berücksichtigung soziologischer und psychologischer Aspekte

Reasons for leaving the Gymnasium after the 10th grade, empirical study concerning " dropouts " with respect to sociological and psychological aspects.

Researcher : Annelies RITTER, B.A., M.A.

7. Dimensionen sprachlicher Leistungen

Dimensions of language achievement.

Researcher : Dipl. Psychologe Jürgen WENDELER

8. Erlebnis der Förderstufensituation und Förderstufenstruktur

Structure and Situation of the " Förderstufe " as experienced by pupils.

Researcher : Wilhelm SCHAFFNER.

9. Erweiterte Fortsetzung des Projektes " Die Programmierbarkeit von Tondiktaten ". Anwendungsmöglichkeiten eines audio-visuellen Meß- und Lehrgerätes im Bereich musikalischen und linguistischen Hörens

Possibilities of the application of an audio-visual measurement and teaching apparatus in musical and linguistic hearing.

Researcher : Volkhard SIMONS.

10. Zur Soziologie der Teilnehmer am Fernunterricht

Sociological analysis of participants of correspondence courses.

Researchers : Huberta KUSTERMAN, Dr. Rosemarie KLAUS-ROEDER.

11. Welt- und Gesellschaftsbild von Berufsschülern

Knowledge and ideology of pupils at vocational schools.

Researcher : Dozent Dr. Erich SAARBOURG.

12. Studien zur Soziologie und Ideologie des Gymnasiallehrers
Studies on sociology and ideology of grammar school teachers.
Researchers: Dr. Bernward FRANK, Mr. Richard H. BREWER, Studienrat Karl Heinz REININGER.

13. Wirkung schulpolitischer Maßnahmen auf die Bildungsaffinität verschiedener Bevölkerungskreise
The influence of educational measures and institutions on the educational aims of different strata.
Researcher: Dr. Rosemarie KLAUS-ROEDER.

14. Rolle und Wirkungen des soziologisch-ökonomischen Unterrichts an Instituten zur Erlangung der Hochschulreife
The effect of socio-economic studies at institutes leading to matriculation.
Researcher: Studienrat Helmut WITTCHOW.

15. Methodische Probleme einer Prognose des Lehrerbedarfs
Methodical problems in forecasting the demand for teachers.
Researcher: Dipl.-Volkswirt. P.A. DÖRING.

16. Kostenstrukturen einzelner Bildungseinrichtungen
Cost structures of educational institutions.
Researcher: Dipl.-Volkswirt. P.A. DÖRING.

17. Die pädagogische Ausbildung für das Lehramt an Gymnasien, eine empirische Untersuchung
Training in education of grammar school teachers; an empirical study
Researcher: Manfred BAYER.

No. 8

Name:	DEUTSCHES INSTITUT FÜR WISSENSCHAFTLICHE PÄDAGOGIK GERMAN INSTITUTE FOR SCIENTIFIC PEDAGOGY
Address:	44 Münster/W. Georgskommende 19
Director:	Professor Dr. Josef SPECK

A. *Historical*

1. Year of foundation: 1922.
2. On whose initiative was the institute founded?
   Association of Catholic Teachers in Germany and Union of Catholic German Women Teachers.
3. What were the reasons that led to its foundation?
   Foundation of catholic pedagogics by scientific research.

B. *Organization and programme*

1. Independent institute.
2. Directing, governing or advisory board:
   Scientific advisory board; it has to advise the institute with regard to selection of research projects; the members are specialists in the fields of pedagogy, philosophy, sociology, psychology, and theology.
3. There are departments for theoretical pedagogy, adult education, teaching of backward children, and economic education.

4. Participation in the initial and/or further training of teachers :
Six-week courses for teachers in elementary schools, vocational schools, and for workers in adult education.

5. Present size of staff :

		(full-time)	(part-time)
total	12	10	2
Researchers :	7		

6. Total budget :

in 1966 :	DM 484,000
1967 :	DM 484,000
1968 :	DM 490,000

Predominant source of finance : Catholic Church.

7. Main fields of research activity :
Theoretical pedagogy, adult education.

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

1. Problem der Koedukation
The problem of co-education
Researchers : Friedrich BITTMANN, Wilfried HARTMANN, Hubert STEINHAUS.

2. Moderne deutsche Gedichte für die Schule
Modern German poems for school
Researchers : Research group of 8 scholars.

3. Die freie Schule in den Niederlanden
Private schools in the Netherlands
Researcher : Wilfried HARTMANN.

4. Kritische Auseinandersetzung über wissenschaftstheoretische Grundfragen der Pädagogik.
Critical discussions about theoretical basic problems of scientific pedagogy
Researchers : Research group of about 20 specialists in the fields of pedagogy, philosophy, and sociology.

5. Erziehung zum Fernsehen
Education in regard to television
Researcher : Rainald MERKERT.

6. Aspekte ökumenischer Erziehung
Aspects of ecumenical education
Researcher : Theofried KLASSEN.

7. Vorarbeiten zur Nomenklatur der europäischen Erwachsenenbildung
Preparatory work for a nomenclature of European adult education
Researcher : Hermann Josef MÜLLER.

8. Erwachsenenbildung im europäischen Wandel
Adult education in a changing Europe
Researcher : Marie-Theres STARKE.

D. *Major research projects in progress*

1. Modell einer Gesamtschule
Pattern of a comprehensive school
Research groups

2. Handbuch pädagogischer Grundbegriffe
Handbook of fundamental terms in pedagogy
Research group under the direction of Joseph SPECK and Gerhard WEHLE.

3. Bestandsaufnahme aller katholischen Erwachsenenbildungseinrichtungen in der Bundesrepublik Deutschland
Survey on all catholic institutes of adult education in Germany
Research group "structural planning ".

No. 9

Name :	DEUTSCHES JUGENDINSTITUT GERMAN YOUTH INSTITUTE
Address :	8000 München 13 Infanteriestr. 13
Director :	Dr. Walter HORNSTEIN

A. *Historical*

1. Year of foundation : 1961 ; in operation since 1963.
2. On whose initiative was the institute founded ?
German Federal Parliament.
3. What were the reasons that led to its foundation ?

Interdisciplinary research institute to provide the government and youth assistance (youth welfare and youth work) organisations with information ; coordinating board for research into youth questions and out-of-school education (psychological, sociological and pedagogical aspects).

B. *Organization and programme*

1. Independent institute.

2. Association (e.V.); members are representatives from Land youth authorities, welfare organizations, youth organizations, independent personalities from scientific and practical fields.

3. What divisions exist in your institute ?

Children and youth research ;
Youth assistance (youth welfare, youth work) ;
Youth policy and law ;
Library, documentation, administration.

4. The Institute cooperates with institutions for further education of social and youth workers.

5. Present size of staff :

		(full-time)	(part-time)
total	24	22	2
Researchers	11		

6. Total budget :

in 1966 :	DM 680,000
1967 :	DM 760,000
1968 :	DM 850,000

Predominant source of finance : Federal Ministry of Family and Youth.

7. Main fields of research activity :
Out-of-school education
Socialisation of children and youth

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

1. Israelstudie

Studies on Israel

Inwiefern ändern sich Wissen und Einstellungen der Jugendlichen gegenüber Juden und der jüdischen Geschichte durch eine Israelreise ?

To what extent are young people's knowledge of and attitude towards Jews and Jewish history changed by a visit to Israel ?

Researchers : Prof. Dr. W. STRZELEWICZ, Dr. v. GIZYCKI.

D. *Major research projects in progress*

1. Methodik und Auswirkung der Beratung in den Erziehungsberatungsstellen

Methods used by educational guidance agencies ; their influence.

Researcher : Frau Prof. Dr. Erna DUHM.

2. Struktur und Wirkung evangelischer Jugendarbeit

Structure and effect of protestant youth work

Researchers : Pfarrer Dr. BÄUMLER, Prof. Dr. W. MOLLENHAUER.

No. 10

Name :	INSTITUT FÜR ARBEITSMARKT UND BERUFSFORSCHUNG INSTITUTE FOR LABOUR MARKET AND VOCATIONAL RESEARCH
Address :	8520 Erlangen Strümpellstrasse 14

A. The Institute is a scientific branch of the Federal Agency for Labour Placement and Unemployment Insurance. It was founded in the summer of 1967 on the initiative of the administrative organs and the President of the Federal Agency. Its task is to survey the current situation and estimate future trends of supply and demand in the labour market. The results of its research activity will be made available to the public, especially to both sides of industry, political, industrial and scientific organizations, for their guidance.

Scientists and scholars from various fields work together at the Institute, which receives advice from an inter-disciplinary committee of experts.

B. *Fields of activity*

Global and sectoral analysis of the relationships between economic growth and employment trends.

Surveys of change in sectoral and occupational employment structures. Cyclical research with special regard to the labour market.

Observation of technical developments and their effect on the labour market. Research into the nature, relationships and requirements of occupations and the changes they undergo.

Studies on problems of classification and structure.

Surveys on methods and results of research based on labour market statistics.

C. *Projects are concerned with :*

1. Medium and long term forecasts
2. Mobility and cyclical research
3. Sociology
4. Vocational research
5. Technology and industrial management
6. Statistics
7. Documentation and information.

Methods

Own research
Stimulation and commissioning of research projects
Co-ordination of research (through membership of working groups, own initiatives)
Labour market statistics
Documentation and information.

No. 11

Name : INSTITUT FÜR BILDUNGSFORSCHUNG IN DER MAX-PLANCK-GESELLSCHAFT ZUR FÖRDERUNG DER WISSENSCHAFT e.V.
INSTITUTE FOR EDUCATIONAL RESEARCH WITHIN THE MAX PLANCK SOCIETY

Address : 1 Berlin 31
Blissestrasse 2

Director : Prof. Dr. h.c. Hellmut BECKER

A. *Historical*

1. Year of foundation : 1963.

2. On whose initiative was the institute founded ?

Prof. Dr. h.c. Hellmut Becker.

3. What were the reasons that led to its foundation ?

Out-datedness of educational institutions in the Federal Republic of Germany and West Berlin and the lack of research in those institutions.

B. *Organization and programme*

1. Institute of the Max Planck Society.

2. Directing, governing or advisory board :
Advisory council.

3. Research divisions for :
educational psychology ;
educational sociology ;
economics/statistics in education ;
educational administration and pertinent legislation.

5. Present size of staff :
total 156, of whom 58 academic assistants.

6. Total budget :

in 1966 :	DM 3,303,600
1967 :	DM 3,929,200

Predominant source of finance : Federation and Länder in the Federal Republic of Germany.

7. Main fields of research activity :

Educational research (teaching methods, psychology, educational sociology, economics of education, education administration and pertinent legislation).

C. *Major Research projects reported in the academic years 1966/67 and 1967/68*

1. Wirtschaftlichkeit und Finanzierung von Ausbildung durch Unternehmen (unter besonderer Berücksichtigung der Lehrlingsausbildung und einiger Reformvorschläge zur Berufsausbildung).

Economic problems of vocational education, with special reference to apprenticeship and to some innovations.

Researcher : Wolfgang Dietrich WINTERHAGER.

2. Hochschulökonomie und Bildungsplanung - Bibliographische Materialien zur Hochschulforschung.

Economics of higher education and educational planning - bibliographical material in the field of research on higher education.

Researcher : Klaus HÜFNER.

3. Die Studienförderung in Belgien 1950 bis 1963.

Student Aid in Belgium 1950-1963.

Researcher : Marianne von RUNDSTEDT.

4. Arbeitsmobilität, wirtschaftliches Wachstum und Integration.
Ein Beitrag zur Strukturanalyse von Wachstumsprozessen.

Migration of qualified labour, economic growth, and integration.
A contribution to the analysis of the structure of growth processes.

Researcher : Hans-Joachim BODENHÖFER.

5. Ökonomische Beiträge zur wissenschaftlichen Begründung der Bildungspolitik.

Economics of education and its application to educational policy.

Researcher : Franz SCHERER.

6. Der Einfluss von Umfang und Modalitäten der Finanzierung von öffentlichen Aufgaben auf deren Planung, dargestellt am Beispiel des Schulsystems in Bayern.

On the influence of the amount and modalities of financing public activities on planning — the Bavarian school system as an example.

Researcher : Hedwig RUDOLPH.

7. Zum Projekt Schulleistung wurden folgende Zwischenberichte veröffentlicht :

Unterrichsstoffe und ihre Verwendung in der 7. Klasse der Gymnasien in der BRD, T. 1., 2. - Berlin 1968.

Interim report on the project school performance :

Teaching material and its use in the 7th class of the grammar school in the Federal Republic of Germany, parts I and II, Berlin 1968.

Researchers : Wolfgang EDELSTEIN, Fritz SANG, Werner STEGELMANN, Hartmut ZEIHER.

8. Vergleichende Studie über Schulreformen in der Bundesrepublik Deutschland, DDR, England und Wales, Frankreich, Schweden, Österreich, UdSSR.

A Comparative study of educational reform in some European countries.

Researchers : Saul B. ROBINSOHN and collaborators.

9. Zum staatsrechtlichen Begriff des Öffentlichen. Untersucht am Beispiel des verfassungsrechtlichen Status kultureller Organisationen.

Concerning the constitutional concept of the public sphere, studying as an example the constitutional status of cultural organizations.

Researcher : Ulrich K. PREUSS.

10. Planung in der sozialstaatlichen Demokratie. Überlegungen zum Verhältnis von politischem Willensbildungsprozess und Wissenschaft, sowie zum Verfahren bei der Planung.

Planning in the welfare state democracy. Reflections on the relation between the political process and science as well as on the procedure of planning.

Researcher : Horst HARNISCHFEGER.

11. Die Rechtssprechung zum Organisationsrecht der Berufsausbildung — Analyse und Entscheidungssammlung.

Jurisdiction in vocational training — analyses and decisions.

Researcher : Ingo RICHTER.

12. Zu Situation und Problemen von Studienanfängern, dargestellt am Beispiel von Romanisten, Juristen und Patienten einer psychotherapeutischen Beratungsstelle.

Situation and problems of freshmen, represented by romanists, law students and mental health patients.

Researcher : Ulf PREUSS.

13. On the position of women in the university teaching profession in England : An interview study of 100 women university teachers.

Researcher : Ingrid N. SOMMERKORN.

14. Vorberuflicher Unterricht in Europa und Nordamerika.

Pre-vocational education in Europe and in North America.

Researcher : Rosemarie NAVE-HERZ.

15 Studienweg und Studienerfolg.

Course of study and success of study.

Researchers : Gerhard KATH, Dr. Christoph OEHLER, Dr. Roland REICHWEIN.

16. Polytechnischer Unterricht in den allgemeinbildenden Schulen der DDR.

Polytechnic education in East German secondary schools.

Researcher : Dr. Willi VOELMY.

17. Trend report and annotated bibliography on social science research on higher education and universities. A survey of research literature in sociology, economics, political science, law, psychiatry, on an international scale

Researchers : Wolfgang NITSCH, Walter WELLER, assisted by Klaus DÖRNER, Klaus HÜFNER, and others.

18. Student im Studium, Untersuchungen über Germanistik, Klassische Philologie und Physik an drei Universitäten.

Students at their studies, investigations into German and classical philology and physics at three universities.

Researchers : Michael JENNE, Marlies KRÜGER, Urs MÜLLER-PLANTENBERG.

19. Technologische oder ökonomische Lösung des Schulbauproblems.

School building problems and their technological or economic solution.

Researcher : Dr. Klaus HERZOG.

D. *Major research projects in progress*

1. Arbeitswirtschaftliche Probleme einer aktiven Bildungspolitik.

Labour economics and active educational policy.

Researchers : ARMBRUSTER, BODENHÖFER, HARTUNG, WINTERHAGENER.

2. Lesebuch zur Bildungsplanung.

Reader on educational planning.

Researchers : Klaus HÜFNER, Jens NAUMANN.

3. Lesebuch zur Forschungsökonomie und Forschungspolitik.

Reader on the economics of R & D and science policy.

Researcher : Jens NAUMANN.

4. Ausländische Modelle zur Arbeitslehre. Der vorberufliche Unterricht an der Comprehensive High School in den USA, an der Berufs- und Berufsfachschule in Luxemburg und an der allgemeinbildenden polytechnischen Oberschule in der DDR.

Foreign experimental projects on the theory of Labour. Pre-vocational instruction at comprehensive high schools in the U.S.A., vocational and vocational technical schools in Luxemburg, and at polytechnic secondary schools in East Germany.

Researcher : Rosemarie NAVE-HERZ.

5. Lesebuch zur Bildungsökonomie.

Reader on the economics of education.

Researcher : Klaus HÜFNER.

6. Systemanalyse und Bildungsplanung.

Systems analysis and educational planning.

Researcher : Klaus HÜFNER.

7. Vergleichende Untersuchungen der Wirtschaftsverwaltung der Freien Universität und der Technischen Universität Berlin unter besonderer Berücksichtigung der Haushaltsplanungsfragen.

Comparative Studies of the Economic Administration and of the Budgets of the Freie Universität and of the Technische Universität Berlin.

Researcher : Ernst Georg SCHLEIFER.

8. Projekt Schulleistung.

Project : Pupil Achievement.

Researchers : Dr. Mario v. CRANACH, Dr. Wolfgang EDELSTEIN, H. L. FREESE, D. HOPF, G. MEISCHNER, H. PAUCK, F. SANG, W. STEGELMANN, H. ZEIHER.

9. Die Rechtsetzung in der Berufsausbildung durch die Industrie- und Handelskammern und Handwerksorganisationen.

The legal procedure in the vocational training by the Chambers of Commerce and trade organizations.

Researcher : Matthias WENTZEL.

10. Die verfassungsrechtliche Stellung privater Hochschulen in den USA, untersucht anhand der Rechtsstellung der Studenten.

Constitutional status of private institutions of higher education in the USA analysed on the basis of student status.

Researcher : Wolfgang KARCHER.

11. Rechtsfragen der Gesamtschule. Zugleich eine Untersuchung über die Reformqualität des Schulrechts.

Law questions of the comprehensive school, together with a survey on the reform quality of school legislation.

Researcher : Gerhard HEIMANN.

12. Berufseinführung, berufliches Verhalten und Persönlichkeitsmerkmale ehemaliger Industrielehrlinge.

Vocational education, vocational behaviour, and personality traits of former apprentices in industrial trades.

Researchers : W. LEMPERT, U. BAMBERG, R. CZESKLEBA, D. ÖSTERREICH, W. THOMSSEN.

13. Untersuchung über die 2. Ausbildungsphase künftiger Gymnasiallehrer (der Studienreferendare) in der BRD.

Survey on the professional training (in-service training after university graduation) of future gymnasium teachers in the Federal Republic of Germany.

14. Vorberuflicher Unterricht in den Hauptschulen der BRD.

Pre-vocation education in the main-schools of the Federal Republic of Germany.

Researcher : Dr. Willy VOELMY.

15. Curriculum - Studien.

Curriculum studies.

Researchers : Prof. Saul B. ROBINSOHN, M.A., Ph.D. and Dr. Doris KNAB, D. ELBERS, W. FRIEDRICH, K. HUHSE, H. LENNÉ, J. ZIMMER.

16. Eine empirische Untersuchung über die Art und die Beeinflussung des Nationalbewusstseins von Schülern der Oberstufe Westberliner Gymnasien durch den Gemeinschaftskundeunterricht.

A field study on the type and change of national consciousness of pupils in West Berlin Gymnasien through civic education.

Researcher : Annemarie HARNISCHFEGER.

17. Schulaufsicht, Selbstverwaltung der Schule und demokratische Öffentlichkeit. Eine Untersuchung zum Schulorganisationsrecht.

School inspection, autonomy of the school and democratic public sphere : a study of legislation on school organization.

Researcher : Heiko DAHLE.

18. Rechtsprobleme einer koordinierten Bildungsplanung in der Bundesrepublik.

Legal questions of co-ordinated educational planning in the Federal Republic of Germany.

Researcher : Martin QUILISCH.

No. 12	
Name :	INTERNATIONALES SCHULBUCHINSTITUT INTERNATIONAL TEXTBOOK INSTITUTE
Address :	33 Braunschweig Nebenring 53
Director :	Professor Dr. Georg ECKERT

A. *Historical*

1. Year of foundation :

Beginning of the international textbook revision 1949 ; foundation of the Institute by Professor Eckert and German Teacher's Federation (Arbeitsgemeinschaft deutscher Lehrerverbände), 1951 ; 1953 taken over by Lower Saxony.

2. On whose initiative was the institute founded ?

Professor Dr. Georg Eckert.

3. What were the reasons that led to its foundation ?

Resumption of relations with the international teachers' organizations after 1945 and the necessity of developing entirely new textbooks for Germany.

B. *Organization and programme*

1. The International Textbook Institute is attached to the Teachers Training College, Brunswick.
2. No board.
3. No divisions, etc.
4. Participation in the initial and/or further training of teachers:
   By publishing bilateral recommendations for the subjects history and geography as well as by our other publications dealing with the improvement of textbooks.
5. Present size of staff:

		(full-time)	(part-time)
		7	1
total	8	(+ 3 from 1.1.69)	
researchers	2	(+ 1 from 1.1.69)	

6. Total budget:
   Constantly DM 63,000 per year (1966 to 1968) for the activities of the Institute, that is without salaries.
   Predominant source of finance: Lower Saxony and the Federal Government.
7. Main fields of research activity:
   Expert critiques on German and foreign textbooks for the subjects history and geography, and international conferences for the elaboration of recommendations for teaching in these subjects.

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

The results of the conferences held by the institute in which German and foreign university professors and teachers of history and geography participate, are regularly published by the Institute in the "International Yearbook of History and Geography Teaching", in separate prints of these publications, as well as in special series of pilot studies. In most cases it is team work, so that the share of the single participant cannot be stated. The same applies to the total time.

Publications since 1966:

1. "Deutschland und Italien im Spiegel ihrer Schulgeschichtsbücher". Vol. 10 der Serie, Braunschweig, 1966.

"Germany and Italy as decribed in their history textbooks". Vol. 10 of the series, Brunswick, 1966.

2. "Byzanz in den deutschen Schulgeschichtsbüchern", Vol. 11 der Serie, Braunschweig, 1966.

"Byzantium in the German history textbooks", Vol. 11 of the series, Brunswick, 1966.

3. "20 Jahre Schulbuch-Revision in Westeuropa", Vol. 12 der Serie, Braunschweig, 1966.
"20 years of textbook revision in western Europe", Vol. 12 of the series, Brunswick, 1966.

Off-prints of the Yearbook:

"Die Niederlande und Deutschland", Braunschweig, 1967.
"The Netherlands and Germany", Brunswick, 1967.
"Deutschland und Norwegen", Braunschweig, 1967.
"Germany and Norway", Brunswick, 1967.

Internationales Jahrbuch für Geschichts- und Geographieunterricht, Vol. X and XI, Braunschweig 1965/66 und 1967.

International Yearbook of History and Geography Teaching, Vol. X and XI, Brunswick 1965/66 and 1967.

D. *Major research projects in progress*

The following publications are in preparation, they contain lectures and studies of bilateral conferences relating to individual projects :

1. Berichte über die deutsch-tschechoslowakische Historiker-Konferenz vom November 1967.

(Gegenstand der Konferenz : Die Beziehungen der beiden Länder während der Zeit der Hussiten-Reformation und der Bildung der neuen nationalen Bewegungen).

Reports of the German-Czechoslovak historians conference of November 1967.

(Subjects of the conference : Relations between the two countries at the time of the Hussite Reformation and the formation of the modern national movements).

2. Berichte über die 6. amerikanisch-deutsche Historiker-Konferenz von Juli 1967.
(Gegenstand der Konferenz : Die Beziehungen zwischen den beiden Nationen von 1918 bis 1933).

Reports of the American-German historians conference of July 1967.

(Subject of the conference : The relations between the two nations from 1918 to 1933).

3. Berichte über die 8. deutsch-italienische Historiker-Konferenz von Mai 1968.

(Gegenstand der Konferenz : Die Beziehungen zwischen den beiden Nationen zur Zeit der nationalen Bewegung im 19. Jahrhundert).

Reports of the 8th German-Italian historians conference of May 1968.

(Subject of the conference : The relations between the two nations at the time of the national movement in the 19th century).

4. German and foreign research projects for the improvement of textbooks and historical analysis are in preparation for volume 12 of the “ International Yearbook of History Teaching ”, which is due for publication at the beginning of 1969.

5. The same applies to the new publication sponsored by the Council of Europe “ Historica Geographica Europaea ” ; editors are the International Textbook Institute and the Collège de l’Europe at Bruges, with the assistance of the Council of Europe.

6. In 1969 conferences with French, Israeli and Norwegian history and geography teachers are planned as well as a conference together with the Council of Europe. It is not yet possible to give details.

No. 13
Name : MAX-TRAEGER-STIFTUNG
MAX TRAEGER FOUNDATION
Address : 6000 Frankfurt/M.
Holzhauerstrasse 62.
Directors : Chairman of the Governing Board : Erich FRISTER.
General Secretary : Erwin WALZ.

A. *Historical*

1. Year of foundation : 1960.
2. On whose initiative was the institute founded ?
   Decision of the Assembly of Representatives of the Study Group of the German Teachers’ Federation.
3. What were the reasons that led to its foundation ?
   The Study Group’s desire to promote research into educational practice.

B. *Organization and programme*

1. Independent Institute.

2. Directing, governing or advisory board :

The Foundation has a Board of Trustees whose membership is identical to that of the Executive Comittee of the Study Group. The Board makes suggestions to its Executive Committee and gives instructions in all fields of activity. It decides on the award of research contracts by the Foundation and on the evaluation of their results.

3. No divisions etc.

4. Participation in the initial and/or further training of teachers :

The research contracts awarded by the Foundation include projects on initial and further teacher training.

5. Present size of staff :

The Foundation does not employ staff as such. It awards research contracts to independent researchers or institutes.

6. Total budget :

The Foundation has no budget in the sense of the universities or other state institutions. Its funds are donated by teachers.

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

1. Zur Wirksamkeit politischer Bildung : Teil I, Teil II.
The effectiveness of civic education : part I, part II.
Researchers :
Part I : Dr. Egon BECKER, Institut für Sozialforschung, Universität Frankfurt.
Part II : Dr. Volker NITZSCHKE.

2. Rechentüchtigkeit und mathematische Bildung.
Arithmetical proficiency and mathematical training.
Researchers : Prof. Dr. Walter MÜLLER, Prof. Dr. Hermann THYEN.

3. Raumordnung und Bildungsplanung.
Regional and educational planning.
Researcher : Prof. Dr. PREISSLER.

D. *Major research projects in progress.*

1. Modernisierung des Mathematikunterrichts an der Grundschule.
Modernisation of mathematics tuition at the primary school.
Researcher : Prof. Dr. BAUERSFELD.

2. Bildungsplan, Schulleistung und Besuch weiterführender Schulen.
Educational programme, school performance and attendance of secondary schools.

3. Zur Frage der erforderlichen Qualifikation für die verschiedenen Tätigkeiten von Lehrern.
Qualifications required for the various teaching activities.
Researchers : Frau Prof. LICHTENSTEIN-ROTHER, P.D. Dr. UHLICH.

4. Untersuchung der Beziehung zwischen Unterrichtszeit und Lernerfolg.
Study of the relationship between amount of instruction and achievement.
Researcher : Prof. Dr. MÜHLE.

FEDERAL REPUBLIC OF GERMANY

No. 14

Name : PÄDAGOGISCHE ARBEITSSTELLE DES DEUTSCHEN VOLKSHOCHSCHULVERBANDES e.V.
EDUCATIONAL INSTITUTE OF THE GERMAN ASSOCIATION OF ADULT EDUCATION CENTRES

Address : 6 Frankfurt/M.
Eysseneckstrasse 6.

Director : Dr. Hans TIETGENS.

A. *Historical*

1. Year of foundation : 1958.
2. On whose initiative was the institute founded ?
   German Association of Adult Education Centres.
3. What were the reasons that led to its foundation ?
   The need for research on the human conditions and social assumptions of adult education to draw consequences for didactics and techniques in the teaching-learning environment.

B. *Organization and programme*

1. Independent institute.
2. Directing, governing or advisory board :
   Not at the moment but a curatorium is about to be established.
3. Divisions for
   - Archives, documentation, library
   - Project planning and dissemination of conclusions
   - Publications
   - Counselling
4. Participation in the initial and/or further training of teachers :
   By running residential courses to prepare or to improve junior teachers (full-time) from adult education centres.
5. Present size of staff :

		(full-time)	(part-time)
total	10	9	1
researchers	5		

6. Total budget

in 1966	DM	405,000,—
1967	DM	416,000,—
1968	DM	480,000,—

   Predominant source of finance :
   Federal Ministry of the Interior.

7. Main fields of research activity :
   Research and investigation
   - on the social and human conditions of adult education
   - related to different subject- areas of adult education

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

1. Bildungsvorstellungen und Wisseninteressen der westdeutschen Bevölkerung.

Concepts of education and culture and learning interests of the west German population.
Researchers : Prof. STRZELEWICZ, Prof. RAAPKE, Prof. SCHULENBERG.

2. Wirkung des Fernsehens auf Erwachsene.

The influence of TV on the adult population.

Researcher : Dr. MALETZKE.

D. *Major research projects in progress*

1. Arbeitsgruppe zur Grundlagenforschung für Englisch-Zertifikatskurse.

Fundamental research for the development of courses leading to English certificates.

Researchers : Robert NOVACEK (to prepare and organize certificate courses and examinations), together with a group of specialists from different Länder.

2. Arbeitsgruppe zur Grundlagenforschung für Französisch-Zertifikatskurse.

Fundamental research for the development of courses leading to French certificates.

3. Arbeitsgruppe zur Grundlagenforschung für Mathematik-Zertifikatskurse.

Fundamental research for the development of courses leading to mathematic certificates.

Researcher : Oberstudiendirektor GAULS.

4. Sprache und Bildungsfähigkeit.

Language and learning ability.

Researcher : Prof. H. A. MÜLLER.

5. Arbeitsgruppe zur Grundlagenforschung für Zertifikatskurse " Deutsch für Ausländer ".

Fundamental research for the development of courses leading to a certificate " German for foreigners ".

Researchers : Dr. Dora SCHULZ, Dr. Ulrich ENGEL, Gerhard KAUFMANN, Prof. STEGER, Linde KLIER, Robert NOWACECK.

6. Arbeitsgruppe zur Entwicklung systematisierter Kurse über Erziehungsfragen.

Investigations for the development of a standardized course in education.

Researchers : Dr. SCARBATH, Dr. SENGLING, Dr. SKOWRONEK.

7. Arbeitsgruppe zur Untersuchung der Transformationsmöglichkeiten von Lerntheorien und Ergebnissen der empirischen Lernforschung auf die Erwachsenenbildung.

Investigations on the possibilities of conveying learning theories and the outcome of research on the learning process to adult education.

Researchers : Dr. TIETGENS, Dr. WEINBERG.

No. 15

Name : SCHULBAUINSTITUT DER LÄNDER
SCHOOL BUILDING INSTITUTE OF THE LÄNDER

Address : 1 Berlin 12 Charlottenburg.
Strasse des 17. Juni 112. Ernst-Reuter-Haus.

Director : Lothar JUCKEL, Diploma Engineer, Architect Bund Deutscher Architekten.

A. *Historical*

1. Year of foundation (year of coming into operation) : 1962 (1964).
2. On whose initiative was the institute founded ?
   Conference of Ministers of Education.
3. What were the reasons that led to its foundation ?

The School Building Institute was founded in accordance with the resolution of July, 1962 by the Conference of the Ministers of Education and started its activity in February, 1964 in Berlin.

The School Building Institute is an institution of non-legal capacity of the Land of Berlin and is under the control of the Senator for Education. It is jointly financed by the Länder.

B. *Organization and programme*

1. The School Building Institute has to fulfil the following tasks :

— Research and documentation
— Advisory activity
— Co-operation with other institutions

2. See above.

3. Directing, governing or advisory board :

In accordance with the resolution of foundation the Senator for Education has appointed four working groups and a Scientific Advisory Board to advise and support the director of the institute and the work of the School Building Institute.

Scientific Advisory Board	Chairman : Prof. Dipl.-Ing. Karl Otto
Working groups	
Planning of School Buildings	Chairman : Oberschulrat Wilhelm Berger
Techniques of School Building	Chairman : Prof. Paul Seitz
Equipment of School Buildings	Chairman : Dipl.-Ing. Werner Commichau
Costs of School Building	Chairman : Dr. Dieter Sauberzweig

4. Divisions for :

— administration
— school planning
— school construction
— education
— economics
— documentation, library

5. Participation in the initial and/or further training of teachers :

A certain indirect contribution to teacher-training is exercised by exhibitions, publications, lectures and discussions and by individual information and advice to teachers and teacher groups.

6. Present size of staff :

		(full-time)	(part-time)
total	16	14	2
researchers	8		

7. Total budget

in 1966	DM 311,700,—
1967	DM 329,000,—
1968	DM 450,000.—

Predominant source of finance :

Joint financing by the Länder of the Federal Republic.

8. *Activities 1966-68 :*

" School Building Documents " (2 issues).
" School Building Research " (2 issues).
" School Building Information " (8 issues).
" School Building Bibliography " (1 issue).

The following Working Papers were submitted to the Ministries of Education of the Länder :

" Materials as to the Fundamental Dimensions of Furniture "
" Dimensions and Functional Interrelations of Teaching Areas "
" Standards of Expenditure in School Building "
" Materials as to Standards of Dimensions in School Building ".

An exhibition " New Tendencies in School Building ", an itinerant exhibition which is constantly supplemented by new examples of exemplary German School Buildings, was shown at the Göteborg Swedish Riks-School Fair, 1965, at the " Werkbundtag " in Hannover, in the Ernst-Reuter-House in Berlin and in 1967 in numerous towns in the Federal Republic. On the occasion of the 2nd International School Congress in Dortmund, 1967, the Institute showed an exhibition " School Building as Educational Task ".

In 1968 a Permanent Exhibition of School Furniture was established.

C. *Major research projects reported in the academic years 1966/67 and 1967/68*

1. Kostenrichtwerte für den Schulbau in Baden-Württemberg.
Cost criteria for school building in Baden-Württemberg.
Researcher : Dipl.-Volkswirt Nizan RAUCH.

2. Fertigteilbausysteme im Schulbau.
Prefabricated schools.
Researchers : Dipl.-Ing. Lothar JUCKEL, Architect H. WEHRHAHN, Dipl.-Ing. G. FRIEDL.

D. *Major research projects in progress*

1. Entwurf einer Schulbauordnung.
Draft regulations on school building.
Researchers :Dipl.-Ing. Lothar JUCKEL, Dipl.-Ing. K. H. KOCH.

2. Methoden zur Kalkulation der langfristigen Wirtschaftlichkeit von Schulbauten.
Methods of calculating the long-term cost efficiency of school buildings.
Researcher : Dipl.-Volkswirt Andreas FUCHS.

3. Kostenrichtwerte für den Schulbau in Niedersachsen.
Cost criteria for school building in Lower Saxony.
Researcher : Dipl.-Volkswirt Nizan RAUCH.

4. Aufstellung von Funktionsflächen und Raumprogrammen für allgemeinbildende Schulen.
Functional areas and room layouts for schools providing a general education.
Researchers : Dipl.-Ing. Ilse-Marie SANDVOSS, Helmut WEGELEBEN.

No. 16

Name : STAATSINSTITUT FÜR BILDUNGSFORSCHUNG UND -PLANUNG
INSTITUTE FOR EDUCATIONAL PLANNING AND RESEARCH

Address : 8 München 22.
Ludwigstrasse 16.

A. *Historical*

1. Year of foundation : 1966.

2. The Bavarian Minister of Education and Culture in his budget speech to the Bavarian Parliament in 1966 initiated the foundation of the Institute.

3. What were the reasons that led to its foundation ?

The task of constantly observing scientific, social and economic changes and their effects on the whole educational system and of preparing appropriate plans for education has become too great for one government agency. This task calls for an independent scientific institution to prepare, on a scientific basis, long-term policies in co-operation with the Ministry and the schools.

B. *Organization and programme*

1. An independent scientific institute, directly connected with the Ministry of Education. The Director of the Institute holds a professorship of teaching principles at the teacher training college, Munich, which is affiliated to the university.

2. Directing, governing or advisory board ?
Not at present.

3. Two divisions : — co-ordination ;
— research.

4. Present size of staff :

	(full-time)	(part-time)
total 15	10	5

Researchers : 10

5. Total budget :

in 1967 :	DM 98,000
1968 :	DM 241,000

Predominant source of finance : Public funds only (Bavarian Ministry of Education).

6. Main fields of research activity :
Regional educational research.
Organization of the main-school (Hauptschule).
Adult education.

C. *Major Research projects reported in the academic years 1966/67 and 1967/68*

As the Institute is still in the development stage, no projects have yet been completed.

D. *Major research projects in progress*

1. Sozialstruktur und Bildungsstruktur.
Social and educational structure.
Researcher : Prof. Dr. RITTER.

2. Übertrittsquoten an Sekundarschulen.
Quotas of secondary school entrants.
Researcher : Dr. SCHMIDBAUER.

3. Schulstruktur eines Raumes.
Schools situation of an area.
a) Die Wirkung von Schulneugründungen auf Schulverhältnisse eines Raumes.
The effect of new schools on a particular area.
Researcher : Dr. DITTNER.
b) Die Abhängigkeit der Wahl des Wohnsitzes von den Schulverhältnissen eines Raumes.
Dependence of the choice of place of residence on the schools situation in a particular area.
Researcher : Dipl.-Soz. APPELT.

4. Begleituntersuchungen zum Aufbau der Hauptschule.
Concomitant studies on the organization of the main-school.
Researchers : Prof. SCHORB, Dr. FRITZSCHE, StR PONADER.

5. Erwachsenenbildung — Adult education.
Researcher : Dr. MEISTER.

No. 17

Name : **STIFTUNG VOLKSWAGENWERK**
VOLKSWAGENWERK FOUNDATION

Address : 2 Hannover 26
Schützenallee 9, 11

The function of the Foundation, which was founded in 1961, is to promote science and technology in teaching and research. Its activities embrace the entire sphere of science and learning. The Foundation does not pursue any scientific or academic work itself, nor does it finance any research institutes of its own. Rather does it confine itself to providing financial support for worthy institutions concerned with research and teaching in the form of grants for specific research projects, to stimulating, activating, and to a certain extent, organising research projects and educational meetings. Not only the institutions of higher learning, their institutes and seminars, are eligible for support, but also scientific and academic societies and private research centres of a non-profitmaking character.

Apart from the projects financed by the Foundation, some of which are listed under the various institutions, especially those concerned with higher education, in Part II of the reply to the questionnaire, the following projects in the field of educational research should be specially mentioned. The list of projects is taken from the Foundation's annual reports for the years 1966 and 1967.

1966

1. Institut für Erziehungswissenschaft, Technische Hochschule Aachen	Untersuchung « Wesen, Möglichkeiten und Grenzen apparativer Lernhilfen im Programmierten Unterricht » (Survey of the nature, possibilities and limitations of teaching aids in programmed instruction)
2. Pädagogische Hochschule Augsburg	Studie zur Gestaltpsychologie in der Programmierten Unterweisung (Study on the psychological impact of programmed instruction)
3. Institut für Kybernetik, Pädagogische Hochschule Berlin	Forschungsvorhaben « Lehralgorithmen für komplexe Lehrautomaten » (Algorithms for complex teaching equipment)
4. Institut für Pädagogik, Universität Bochum	Untersuchung « Geistige und sozial-ökonomische Wandlungen in Osteuropa und ihr Einfluss auf das Bildungswesen und die Jugenderziehung » (Study on the cultural and socio-economic changes in eastern Europe and their influence on the educational system and youth education)
5. Volksschule Bonn-Grau Rheindorf, Bonn	Schulinterner Fernsehversuch (Closed circuit school television experiment)
6. Pädagogische Hochschule Bonn	Pädagogische Film- und Fernsehdokumentation (Educational films and television documentation)
7. S. Kubale, Bremen	Bearbeitungszuschuss für das Werk « Die sonderpädagogischen und ähnlichen Einrichtungen in der Bundesrepublik Deutschland und West-Berlin » (Grant towards the project of special education and similar institutions in the Federal Republic of Germany and West Berlin)
8. Pädagogische Hochschule Bremen	Unterrichts-Mitschauanlage (Audio-visual teaching observation equipment)

9.	Deutsches Institut für Internationale Pädagogische Forschung, Frankfurt	Programmierung von Musikunterricht (Programming of music instruction)
10.	Deutsches Institut für Internationale Pädagogische Forschung, Frankfurt	Untersuchung « Politische Bildung der Jugend in der Bundesrepublik » (Study on the civic education of the young in the Federal Republic)
11.	Forschungsgruppe « Berufswahlvorbereitung », Gelsenkirchen	Entwicklung eines Modells zur Berufswahlvorbereitung (Choice of career : development of a preparatory scheme)
12.	G. A. Schmidt, Gevelsberg, in Verbindung mit dem Arbeitskreis zur Förderung und Pflege wissenschaftlicher Methoden des Lehrens und Lernens, e.V., Heidelberg	Versuch mit einer klasseninternen Fernseheinrichtung (Experiment with closed circuit school television)
13.	Seminar für Pädagogische Soziologie, Hochschule für Erziehung an der Universität Giessen	Schulinterner Fernsehversuch (Experiment with closed circuit school television)
14.	Psychologisches Institut, Universität Giessen	Untersuchung zur Vorhersagbarkeit der Studienleistungen in staatlichen Ingenieurschulen (Study on the predictability of performance in state colleges of engineering)
15.	Pädagogisches Seminar, Universität Göttingen	Fortführung von Forschungsprojekten zum Programmierten Lernen (Continuation of research projects on programmed instruction)
16.	Psychologisches Institut, Universität Hamburg	Untersuchungen optimaler Bedingungen des Rechtschreibtrainings sowie Enwicklung und Erprobung eines programmierten Rechtschreibtrainings (Studies of the optimal conditions for training in spelling, as well as the development and testing of a programmed system)
17.	Seminar für Erziehungswissenschaft, Universität Hamburg	Sprachlabor (Language laboratory)
18.	Arbeitskreis zur Förderung und Pflege wissenschaftlicher Methoden des Lehrens und Lernens e.V., Heidelberg	Programmierung zweier Sprachkurse Französisch und Englisch für Fortgeschrittene (Programming of two language courses, French and English, for advanced pupils)
19.	Arbeitskreis zur Förderung und Pflege wissenschaftlicher Methoden des Lehrens und Lernens e.V., Heidelberg	Ankauf des französischen Sprachlehrfilms « En France comme si vous y étiez » (Purchase of the French language film « En France comme si vous y étiez »)
20.	Arbeitskreis zur Förderung und Pflege wissenschaftlicher Methoden des Lehrens und Lernens e.V., Heidelberg	Veröffentlichung eines Tagungsberichtes « Schul- und Studienfernsehen in Schule und Industrie » (Publication of a conference report on television courses in schools and industry)
21.	Institut für Pädagogik	Untersuchung über Möglichkeiten und Grenzen einer industriellen Elementarerziehung in der Volksschule (Study of the possibilities and limitations of elementary instruction in idustrial subjects in primary education)

22. Erziehungswissenschaftliches Seminar, Universität Marburg	Untersuchungen über den Zweiten Bildungsweg (Studies on the " second way " in education)
23. Goethe-Institut München, gemeinsam mit dem Institut für Deutsche Sprache, Mannheim	Entwicklung einer Grund- und Aufbaustufe bei der Erarbeitung des « Grunddeutsch » (Development of a basic and intermediate level in working out " basic German ")
24. Pädagogische Hochschule Osnabrück	Entwicklung eines Hilfsgerätes für Leistungssporttraining (Development of equipment for the training of sportsmen)
25. Pädagogische Hochschule Rheinland, Wuppertal	Sprachlaborversuche im 6. Schuljahr (Experiments with the language laboratory in the 6th year at school)

1967

26. Deutsches Institut für Internationale Pädagogische Forschung, Frankfurt	Fortführung der Untersuchungen zur Programmierung von Musikunterricht (Continuation of studies on the programming of music instruction)
27. Deutsches Institut für Internationale Pädagogische Forschung, Frankfurt	Fortführung der Untersuchung der soziologischen und didaktischen Voraussetzungen des Fernunterrichts in der Bundesrepublik Deutschland (Continuation of the survey of the social and educational prerequisites to correspondence education in the Federal Republic of Germany)
28. Psychosomatische Klinik, Universität Giessen	Untersuchung « Psychische Konflikte bei Studenten » (Study on psychic conflicts in students)
29. Pädagogisches Seminar, Universität Göttingen	Ausbau der Abteilung für empirische pädagogische Forschung und Entwicklung (Expansion of the department of empirical educational research and development)
30. Hochschulverband Hamburg	Vorkonferenz und Starthilfe für die Einrichtung eines Arbeitskreises für Hochschuldidaktik (Preparatory conference and initial assistance for the setting up of a working group on university teaching)
31. Forschungsgruppe für Programmiertes Lernen e.V., Köln	Fortführung laufender Arbeiten zur Entwicklung von Lehrprogrammen (Continuation of projects on the development of teaching programmes)
32. Erziehungswissenschaftliches Seminar, Universität Marburg	Untersuchung über Lehreraktivität und Schülerspontaneität im Kernunterricht von Förderstufen (Study on teaching and pupil spontaneity in core instruction during guidance periods)
33. Psychologisches Institut, Universität München	Untersuchung « Beanspruchung und berufliche Situation der Lehrkräfte an Höheren Schulen » (Survey of the demands on and situation of teachers at secondary schools)
34. Comenius-Institut, Evangelische Arbeitsstätte für Erziehungswissenschaft, Münster	Fortführung der Untersuchung « Höhere Fachschulen für Sozialarbeit » (Continuation of the study on senior technical schools for social work)

35. Deutsche Gesellschaft für Erziehungswissenschaft, Tübingen	Zuschuss für die Arbeiten der Kommission für Hochschuldidaktik (Grant towards the work of the commission for university teaching methods)
36. Psychologisches Institut II, Universität Würzburg	Fernseh-Mitschau- und Aufzeichnungsanlage (Television reproduction and recording system)

No. 18

Name : ZENTRALARCHIV FÜR HOCHSCHULBAU
CENTRAL ARCHIVES FOR RESEARCH IN UNIVERSITY PLANNING

Address : 7 Stuttgart 1
Keplerstrasse 10

Director : Professor Dr. h.c. Horst LINDE

A. *Historical*

1. Founded 1962, Start of activities 1963.
2. On whose initiative was the institute founded ?
   Higher Education Committee of the Conference of Ministers of Education.
3. What were the reasons that led to its foundation ?
   A desire for an exchange of information among the agencies concerned with the planning of university buildings.

B. *Organization and programme*

1. Institute at Stuttgart University, with a budget of its own ; in charge of a professor of Stuttgart University.
2. Directing, governing or advisory board :
   Advisory Council ; with one delegate each appointed by the Conference of Ministers of Education and the heads of the Public Building Administrations of the Länder. The Secretary General of the Science Council and — as from 1969 — a representative of the Federal Ministry of Scientific Research are also members.
3. Groups for :
   — Prerequisites to planning and planning of requirements ;
   — Master planning for building ;
   — Standardization of buildings and facilities ;
   — Information and documentation.
4. Present size of staff :

		(full-time)	(part-time)
total	17	13	4

   Researchers : 4
5. Total budget :

in 1966 :	DM 275,000
1967 :	DM 314,000
1968 :	DM 355,000

   Predominant source of finance : Governments of the Länder.
6. Main fields of research activity :
   Study of all developments relevant to planning within the educational system, particularly in the field of university planning.

C. *Major research projects reported in 1966-68 :*

D. *Major research projects in progress*

1. Planungsvoraussetzungen und Bedarfsplanung im Hochschulbau.

Prerequisites to planning and planning to meet requirements in university buildings.

Researchers : Dr. Peter JOKUSCH, Dipl.-Ing. Ulrich HEMPEL, Dipl.-Ing. Wolfgang RATH.

2. Rahmenplanung von Universitäten.

Master planning for universities.

Researchers : Dipl.-Ing. Hans-Joachim AMINDE, Dr. Georg HECKING, Dipl.-Ing. Hans Werner LIEBERT.

3. Universitätsbauplanung.

Planning of university building projects

Researchers : Dipl.-Ing. Walther DUNKL, Dipl.-Ing. Ekbert FRANZ, Dipl.-Ing. Vladimir NICOLIC, Dipl.-Ing. Manfred NICOLAI.

4. Aufbau einer Dokumentationsstelle für das Gebiet der Universitätsplanung.

Setting-up of a documentation service in the field of university planning.

Researchers : Dipl.-Ing. Hilde STROHL, Dipl.-Arch. ETH Ute LINDNER.

FEDERAL REPUBLIC OF GERMANY

NOTE

Educational research projects at institutions of higher education

Research projects carried out or still in progress at universities and teacher training colleges in the Federal Republic of Germany in 1968 have been recorded by the Pädagogisches Zentrum on the basis of a survey launched on the suggestion of the Deutsche Gesellschaft für Erziehungswissenschaft (German Society for Educational Science) and the Arbeitsgruppe für empirische Forschung (Working Group on Empirical Research) of the Pädagogisches Zentrum. The results of the survey will be published by Verlag J. Beltz, Weinheim und Berlin, in the form of a documentation entitled "*Forschungsarbeit Pädagogik 1968*" (Research work in pedagogy 1968).

The Pädagogisches Zentrum has provided the Secretariat of the Conference of Ministers of Education with advance data on *450 research projects* contained in this survey. They indicate the main centres of educational research, e.g. the various seminars and institutes of the universities of Berlin, Giessen, Göttingen, Hamburg, Kiel, Cologne, Marburg, Tübingen and Würzburg, and at the teacher training colleges of Berlin, Dortmund, Heidelberg, Kiel, Oldenburg, Osnabrück and Wuppertal.

The individual projects themselves indicate the *areas* of main emphasis. Research activity at the universities centres on the basic sciences (education, psychology, social sciences, sociology etc.) especially in relation to didactics, teaching methods and field studies. Themes which also predominate deal with the relationship in education between the individual and modern technology. In addition, some universities are engaged in educational research activity in special branches, such as mathematics, physics and history teaching. Similarly, specific surveys are carried out on methods and aids used in all forms of education, taking into account the needs and abilities of children, students and adults. A number of projects involve studies on methods of raising the standard and effectiveness of teaching, especially with regard to revision of curricula, teaching method, and examination procedures.

Research work at *teacher training colleges* is still in the development stage, and there is a growing tendency to link this activity closer to educational research projects at the universities. College research projects are concerned mainly with remedial education, schools, empirical themes, teaching methods, especially with regard to the subjects taught at both stages of primary education, as well as with the development and testing of systems of programmed instruction.

IRELAND

PART I

GOVERNMENTAL ACTIVITIES

Agencies

1. The Department of Education made provision for educational research in the financial years 1967-68 and 1968-69. These funds were allocated to *University departments*, the *Educational Research Centre at St. Patrick's Teacher Training College*, the *Linguistic Institute of Ireland* and other institutes to aid specific research projects.

2. *A Committee of the Department of Education* has been set up to assess applications for aid, review progress of grant-aided research projects and consider means for the dissemination of results obtained.

Information

4. The Department of Education and the Economic and Social Research Institute, 73 Lower Baggot Street, Dublin 2, keep *registers* of such projects.

5. Some research projects are conducted in close association with the Department of Education. A condition for the award of a grant in the case of some others is that a report on any research project so aided must be furnished to the Department prior to publication.

Co-ordination

6. The Committee mentioned above is at present defining *basic problems* in Irish education and it is proposed to frame and co-ordinate the future programmes of research, both long-term and short-term, into these problems.

Grant-aided educational research projects

7. Among the research projects grant-aided during the financial years 1967-68 and 1968-69 were :

(i) *the development of computable models in educational planning ;*
(ii) *a pilot study of aspiration and participation at post-primary school level ;*
(iii) *a socio-psychological investigation of a disadvantaged sub-culture ;*
(iv) *the analysis of instructional procedures in second and third level education ;*
(v) *experiment on the individual method of teaching reading.*

8. The following research projects are being conducted by *St. Patrick's Teacher Training College* with the aid of a grant from the Department of Education :

(i) *analysis of the Leaving Certificate examinations ;*
(ii) *particular meanings from ambiguous symbols.*

PART II

ACTIVITIES OF EDUCATIONAL RESEARCH INSTITUTES

A reply was received from the following Institute :
Educational Research Centre, St. Patrick's College, Dublin.

Name :	FORAS TAIGHDE AR OIDEACHAS EDUCATION RESEARCH CENTRE
Address :	Coláiste Phádraig, Baile Atha Cliath 9 St. Patrick's College, Dublin 9
Director :	Dr. Thomas KELLAGHAN

A. *Historical*

1. Year of foundation : 1966.
2. Founded on the initiative of St. Patrick's College (for the education of teachers), Dublin.
3. Reasons : the absence in the country of a body concerned with research in education as a major part of its work ; the feeling that such a body was desirable.

B. *Organization and programme*

1. The research centre is affiliated to a college for the education of teachers.
2. No directing, governing or advisory board.
3. No divisions, sections, units.
4. Members of staff do a small amount of teaching in St. Patrick's College ; also take part in in-service courses for teachers.
5. Size of staff : two established posts ; two unestablished posts.
6. Funds are provided by the national Government and are disbursed through St. Patrick's College ; there is no separate budget for research.
7. Main field of research activity : evaluation procedures ; language development.

C. *Major research projects reported in the academic years 1966-67 and 1967-68*

1. *A survey of teaching aids in Irish primary schools.*

Researchers : Thomas KELLAGHAN and Liam GORMAN.

Time : About 3 months.

Publication : Kellaghan, Thomas and Gorman, Liam : A survey of teaching aids in Irish primary schools. *Irish Journal of Education,* 1968, 2, 32-40.

Purpose : To obtain up-to-date information on the amount of equipment available to teachers in Irish primary schools.

Procedure : A representative sample of primary schools in Ireland were visited, and, in a semi-structured interview, information was obtained about equipment in the school.

Conclusions : equipment in Irish schools is minimal, though the situation is improving in recent years.

2. *Second language reading*

Researchers : John MACNAMARA and Thomas KELLAGHAN.

Time : About 2 months.

Publication : Kellaghan, Thomas and Macnamara, John : Reading in a second language. In M.D. Jenkinson, (Ed.), *Reading instruction : an international forum.* Newark, Delaware : International Reading Association, 1967. pp. 231-40.

Purpose : to attempt to analyse the problems encountered by children when reading in their second (weaker) language : speed of reading, use of contextual constraints and articulation were investigated.

Procedure : subjects were 12-year-old boys whose first language was English and second language Irish. Speed of reading was investigated by having Ss read comparable passages in both languages. Use of contextual constraints was examined by having Ss read in both languages passages which incorporated to varying degrees the normal contextual constraints of the languages.

Conclusions : reading was slower in the weaker language. This was shown to be due in part to a lesser familiarity with the sequential dependencies of the weaker language. Articulation too, required proportionately more time in the weaker language than in the first language.

Recommandations : the paper contains an analysis of at least some of the factors in reading ; attention by teachers to these factors may help in diagnosis and remediation of reading difficulties.

3. *Test construction.*

Test construction is an ongoing activity of the Educational Research Centre. So far a verbal reasoning and arithmetic tests suitable for use in Irish schools have been completed.

Researchers : Liam GORMAN and Thomas KELLAGHAN.

Time : About 2 years.

Publications : *Drumcondra Verbal Reasoning Test 1.* Dublin : Educational Research Centre, 1967.

Drumcondra Mechanical Arithmetic Test S4 (Forms A and B). Dublin : Educational Research Centre, 1968.

Drumcondra Problem Arithmetic Test S4 (Forms A and B). Dublin : Educational Research Centre, 1968.

Triail Dhruimchonrach in Uimhriocht Mheicniuil S4 (Foirm A). Baile Atha Cliath : Foras Taighde Ar Oideachas, 1968.

Triail Dhruimchonrach i bhFadhbanna Uimhriochta S4 (Foirm A). Baile Atha Cliath : Foras Taighde Ar Oideachas, 1968.

Purpose : to provide evaluative and diagnostic instruments suitable for use in Irish schools.

Procedure : usual procedures in test development and standardization. In reporting scores in the completed arithmetic tests, an attempt is made to focus the teacher's attention on the contents and processes covered in the tests. New methods of scaling are being investigated for possible use in future test development.

D. *Major research projects in progress*

1. *Analysis of Leaving Certificate examinations.*

Researchers : John MACNAMARA and George F. MADAUS.

Starting : Summer 1967.

Probable completion : January 1969.

Purpose : to determine the intellectual activities for which marks are awarded in nine subjects of the Irish Leaving Certificate ; to determine the marker reliability of Leaving Certificate marks.

Procedure : Bloom's taxonomy of educational objectives is used in the analysis of intellectual activities. To examine reliability, a sample of 40 answer papers in each subject were marked by two different examiners and re-marked by a single marker.

Recommendations : suggestions will be made for revising the examinations so that they will measure higher-order abilities and so that marker reliability will be increased.

2. *Semantic storage : particular meanings from ambiguous symbols.*

Researchers : John MACNAMARA, Ann O'CLEIRIGH, Thomas KELLAGHAN.

Starting : September 1968.

Probable completion : August 1969.

Purpose : to examine competence in relation to the storing of several meanings for a single word.

Procedure : 1. Investigation of order of responses when subjects are asked to give meanings of ambiguous words ; 2. card-sorting as a means of investigating semantic trees of the Katz and Fodor type.

Recommendations : this is part of a series of studies which, it is hoped, will ultimately lead to a better understanding of the language learning process and to improvements in language teaching.

3. *Longitudinal study of a representative sample of Irish school-children.*

Researcher : Thomas KELLAGHAN.

Starting : May 1968.

Probable completion : About 1976 (interim reports may be made).

Purpose : to relate the educational progress of a representative group of Irish school-children, beginning at age 12, to psychological (verbal ability, personality) and sociological factors.

Procedure : a representative sample of 12-year-old children (n:500) was selected for investigation. All children took a group verbal reasoning test. Other information on home background, school progress and personality was obtained through means of a questionnaire completed by teachers. Further information will be obtained mainly through questionnaire.

Recommendations : the study should provide information on talent wastage which may be of value to educational planners.

4. *A study of some characteristics of gifted children.*

Researchers : Elizabeth NEUMAN and Thomas KELLAGHAN.

Starting : May 1968.

Probable completion : July 1969.

Purpose : to examine the characteristics (sociological and psychological) of a group of gifted children in Ireland.

Procedure : the children are 12 years of age (n:50). For the purposes of this study a child is described as " gifted " if he (or she) has a score of two standard deviations or more above the mean on a verbal reasoning test. Further information on the children will be obtained through individual interviews and questionnaires completed by teachers.

5. *A description of the behavioural characteristics of a disadvantaged population of pre-school children, and an evaluation of a programme of compensatory education.*

Researcher : Thomas KELLAGHAN.

Starting : October 1968.

Probable completion : 1974.

Purpose : to examine the value of selected methods of assessment and selected methods of treatment of a disadvantaged population.

Procedure : basically, a sample of 8-year-old disadvantaged children, who have received no special educational treatment, will be compared with a sample who have spent two years in a pre-school and three years in a specially adapted junior school programme with home involment. Both samples will be drawn from the same population.

Recommendations : it is hoped that the project will provide information on the nature and treatment of disadvantaged children, which will be of value in dealing with such children throughout the country. Recommendations will focus on curricula within the school and on strategies for dealing with families.

MALTA

I. *Agencies and fields*

Committees, usually consisting of members representing the administration, the staff of the Training Colleges, inspectors of schools, the Royal University of Malta and Professional Associations and Unions, work on research projects.

A small ad hoc committee, consisting of one Assistant Director of Education, a senior inspector and one other inspector, holds regular sessions at the Ministry in connection with educational reporting and research.

A specialist in the teaching of English as a second language has been appointed to advise and assist with research in that field.

Boards examine the recommendations made at Teacher Conferences on the teaching of particular subjects for action to be taken by the Minister of Education, Culture and Tourism.

Projects undertaken consist of :

(a) the teaching of English as a second language to pupils aged 6 to 14 plus.

(b) Curriculum development in Mathematics. The first stage, 'infants report', has been completed.

(c) Conferences were held on the teaching of (i) English, (ii) Mathematics, (iii) Science in Secondary Schools.

II. *Co-ordination*

Research is co-ordinated principally by one Assistant Director of Education (part-time) helped by such officers as may be required from the Department of Education, the Teachers' Unions and sometimes individual experts concerned.

III. *Finance*

No special financing has been alloted for research work to the Department of Education as yet.

IV. *Information and dissemination*

Research work carried out by the Ministry is filed and registered at the Ministry of Education, Culture and Tourism.

The Ministry is invariably kept informed of work undertaken, and of reports and/or results obtained. Where it is considered useful, expedient or necessary, reports for information are circulated to Heads of Schools, and they are made available to staffs of Training Colleges and teachers, Teachers' Unions and others concerned. Furthermore, information is disseminated in whole or in part to teachers, by means of circulars, reports, meetings and lists of books.

The Education Department acts as a functional clearing house. Collaboration on research projects is worked out through information supplied to the teachers in the schools, teachers' conferences, and through discussions with senior officers of the Department. Co-operation by mutual understanding among members engaged in activities mentioned above has so far been the practice.

The application of results is carried out by :

(a) the circulation of information to all schools and educational institutions ;

(b) the work of the inspectors of schools in the field ;

(c) the work of the Training Colleges ;

(d) the discussion of results in teacher conferences.

V. *Special fields of educational research*

Boards are studying :

(a) the organisation and development of teacher training, supply and retention ;

(b) the teaching of history and the writing of history textbooks ;

(c) the writing of a comprehensive history of Malta.

Note on new trends

There are no official or other educational research institutes in Malta.

New educational planning recently launched by the Ministry of Education, Culture and Tourism will, however, necessitate research in many fields. It is hoped to establish a research centre in the Education Department. A specialist trained in research will be the head of the centre.

NETHERLANDS

PART I

GOVERNMENTAL ACTIVITIES

I. *Agencies*

The "*Stichting voor Onderzoek van het Onderwijs*" *(SVO) (Educational Research Foundation)* is responsible for stimulating and co-ordinating educational research in the Netherlands. It was set up by the Minister of Education and Sciences in 1965 and started its work in February 1966. The Minister has delegated the formulation of educational policy to this foundation, which receives an annual grant from the Government. The SVO does not carry out any research itself, but serves to stimulate and co-ordinate educational research carried out by various bodies in the Netherlands. It provides financial aid for many research projects and acts as an advisory body for these. It can also advise the Minister of Education and Sciences on its own initiative, or at the latter's request, and carry out orders received from the Minister.

The *governing body* of the foundation is composed of representatives of the various denominational groups engaged in education, of the "pedagogic centres" (institutes for educational reform, divided along denominational lines), the universities (institutes of education, psychology and sociology), a representative of the Minister of Education and Sciences and a representative of the Minister of Agriculture and Fisheries (as agricultural schools are the responsibility of this Minister).

In 1966 the SVO received 63 applications for research *grants*. 26 applications were accepted, 8 rejected and 29 were disposed of in some other way or are still under consideration. Of the 46 applications for research grants dealt with in 1967, 11 had been made in 1966. In 18 cases grants were approved, 14 applications were rejected and 3 applications are still under consideration.

The projects implemented in 1967 may be classified as follows :

Projects by theme

- didactics, methodology
- programmed instruction
- technical aids in education
- internal school organization
- school milieu
- transition from primary to secondary school
- transfer of pupils
- attitude towards and motivation for study
- handicapped children
- education and society
- examinations
- comparative international research into teaching results
- empirical pedagogic research

Projects by type of school

- primary schools
- special primary schools
- primary schools - secondary schools
- secondary schools (general)
- intermediate general secondary schools and upper general secondary schools
- grammar schools
- technical schools
- universities
- projects not covering any specific type of school

Projects by type of institution or persons carrying them out

- — universities and other institutes of higher education
- — para-university bodies
- — private bodies
- — provincial bodies
- — individual persons

In 1966 the SVO agreed to provide about *f1,676,000* to finance grant applications.

In 1967 the SVO paid out a total of about *f887,000* in grants for educational research.

II. *Registration and information*

Social science research projects are registered in the Netherlands by the ***Registration Department for Current Research in Social Sciences*** (this department comes under the Social Science Council of the Royal Netherlands Academy of Sciences and Letters). All current social science research projects are listed in the regularly published register, which gives details of :

(a) the title of the research project ;

(b) the methods used ;

(c) particulars, where applicable, of theory, system, testing and the way the project is tackled ;

(d) estimated duration and date of commencement of the project ;

(e) form of reporting ;

(f) financing of the project ;

(g) institutions or persons carrying out the project, with the name and address of the person in charge of the research.

The regular publication of the register allows all interested parties to have full information on the subject of current research projects, thus avoiding duplication.

The Ministry of Education and Sciences is kept fully *informed about completed research* by having a representative on the board of the SVO and by the fact that the SVO sends the Ministry copies of all reports received, which again makes it possible for factors relevant to policy to be taken account of in respect of general educational policy.

III. *Reports on special fields*

In 1966 and 1967 the Ministry of Education and Sciences asked for reports on a number of *special fields*. Accordingly, the SVO set up a few ad hoc committees which drafted advisory reports that were submitted to the Minister in 1967 and 1968. The reports dealt with the following points ;

- — developing and making available standardized school and achievement tests ;
- — the possibilities offered by and the results of programmed instruction ;
- — the possibilities offered by and the results of the use of audio-visual aids.

At the end of 1967 the Minister of Education and Sciences asked the SVO to report on the following :

- — the problem of pupils repeating the same year ;
- — the best possible ratio between teachers and pupils in various types of educational establishment ;
- — " longitudinal curriculum planning ".

In order to promote a planned approach to research on primary education, and in view of the changes in the Primary Education Act being prepared by the Ministry, the SVO set up a working party for research into primary school curricula.

The SVO report on developing and making standardized school and achievement tests available led to the establishment in 1968 of the *" Stichting Centraal Institut voor Toetsontwikkeling (C.I.T.O.)" (Central Test Development Institute).*

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The C.I.T.O.'s activities include :

— producing, devising and making achievement tests ready for use ;
— giving assistance in their application (processing and analysing the results and reporting thereon) ;
— giving technical advice to educational and research institutions that wish to use the achievement test method themselves ;
— research ; at first supporting developmental research and later more fundamental research.

An institute is to be set up in the not too distant future to deal with the development of educational technology. Some of its activities will be concerned with audio-visual aids and programmed instruction. The plans are at present in the preparatory stage.

IV. *Dissemination and application*

So far the results of *research have been publicized* in the Netherlands by :

(a) the publication of research reports (sometimes only in summary form) ;
(b) comments on the results of these projects in educational magazines ;
(c) study groups, set up by pedagogic centres and teachers' organizations ;
(d) courses organized by these centres and organizations to familiarize teachers with the new methods ;
(e) regular regional meetings (conferences) of teachers from various types of school ;
(f) correspondence courses for subject teachers (specialist teachers conferences). The pedagogic centres may appoint experts who keep their colleagues regularly informed by letter about new methods ;
(g) " Contact schools ", which work in close co-operation with the pedagogic centres and, therefore, are well suited for applying new methods ;
(h) Experimental schools (particularly technical schools) where the findings of educational research in a particular field are methodically applied and which serve as models for similar schools ;
(i) special introductory plans, using trained experts to introduce the results of research inte the schools ;
(j) information via radio and television courses.

Generally speaking it is felt that the introduction of the results of research into schools is still not always being done satisfactorily. The Ministry is, therefore, studying how best to organize an effective procedure for applying these results in educational practice.

V. *Educational research policy*

In 1966 the SVO started to promote *planned policy implementation* in educational research. This will allow educational problems to be tackled in accordance with a set plan and the various problems to be investigated in the proper order of priority. Attention must be paid to co-ordination and the relation between " ad hoc " research and planned research. The governing body of the SVO has co-ordinated project applications relating to one and the same type of school, or one and the same problem. It has also been resolved that before deciding to finance a separate project that might form part of a more comprehensive and intricate question, the subject should first be thoroughly analysed during a preparatory period.

The SVO has also carried out a survey intended to list the *various educational problems that need to be investigated* in order to be in a position to formulate rationally planned research policy. A questionnaire was circulated to all persons and institutes concerned with educational problems. A survey was also made of the research potential in the Netherlands.

A planned approach to educational research requires :

— a sufficient number of research institutes with the necessary staff and equipment,
— people to be prepared to participate in planned research,
— sufficient funds available for this purpose.

On the basis of an advisory report submitted by the governing body of the SVO to the Minister of Education and Sciences more specialized and detailed *documentation* of educational research is now under preparation to support the application of a planned research policy.

The development of methods, techniques and organizational forms required for research and the formulation of theories on educational research will receive the constant attention of the SVO.

PART II

ACTIVITIES OF EDUCATIONAL RESEARCH INSTITUTES

Note

In view of the fact that in 1966 and 1967 the SVO made extensive records (with the help of a written and spoken inquiry) regarding the position of educational research, based on the situation in 1966, we feel that it would be somewhat burdensome if all the research institutes were again asked to send in replies to an extensive questionnaire.

We would therefore refer to the "*Register of Current Research in the Social Sciences*" which is published at regular intervals by the Social Science Council of the Royal Netherlands Academy of Sciences and Letters (Kloveniersburgwal 29, Amsterdam-C).

The Secretariat reprints below some current research projects relevant to the Survey, which are contained in Part II, chapters on "Psychology and Pedagogy" and "Interdisciplinary Research" of the *1967 - 1968 Register*, the latest to have been published.

CURRENT EDUCATIONAL RESEARCH PROJECTS

I. *Psychology and Pedagogy*

Algemeen Pedagogisch Centrum (zie ook onder Pedagogische Centra).
Playing and learning in the first class of the primary school.

Bremer, drs. B. J. G.
Methodological research concerning diagnosis learning and behaviour difficulties with school age children.

Bureau Onderwijsresearch en Studiestatistiek, R.U. Utrecht
Study patterns and validation of methods employed in research on the time spent at university.

Centrum voor Paedagogisch-Didactische Onderzoekingen, verbonden aan het Paedologisch Instituut.
Test for prediction of reading proficiency.
Temporal order perception in relation to reading ability : the roles of sensory dominance and sensory interference.

Christelijk Paedagogisch Studiecentrum
Educational games classes.

Stichting Gemeenschappelijk Instituut voor Toegepast Psychologie - GITP, afd. Research.

Teaching and retraining the older worker : a literature study.

Gemeentelijk Pedotherapeutisch Instituut Amsterdam.
Silent reading diagnosis in orthopedagogics.
Personality factors and IQ changes in some groups of disturbed children.
Ortho-didactic suggestion in connection with the learning processes of handicapped children.
A study of Cattell's Child Personality Questionnaire used in testing children with learning and emotional problems.
Photographs of different types of disturbed children, with an associative interpretation of each type. A multivariate personality test analysis of personality traits in a group of slightly mentally retarded children.
A multivariate personality test analysis of personality traits in a group of Amsterdam children with learning and emotional problems.

Katholiek Pedagogisch Centrum voor het V.H.M.O.

Comprehensive schools.
Extension of Dalton method.

Laboratorium voor Algemene Neurofysiologie, Katholieke Universiteit Nijmegen.

Evoked potential and perception of form.

Laboratorium voor Psychodiagnostische en Bedrijfspsychologische Research, Vrije Universiteit Amsterdam.

Hazardous behaviour, achievement motivation and safe behaviour.

Landbouwhogeschool Wageningen, afd. Voorlichtingskunde.

Evaluation of horticultural extension work in the market gardening region of South Holland.

Ministerie van Sociale Zaken en Volksgezondheid, Dir. Gen voor de Arbeidsvoorziening, Dir. Speciaal Arbeidsvoorzieningsbeleid, afd. Beroepskeuzevoorlichting.

Technical skills of trainees at the adult vocational training centres.

Nederlands Institut voor Praeventieve Geneeskunde TNO, afd. Geestelijke Gezondheid.

Reading proficiency test.
Psychological costs and returns in education.
Selection and discrimination.

Nutsseminarium voor Pedagogiek aan de Universiteit van Amsterdam.

The influence of social factors on primary education.
Arithmetic in primary education.
Pedagogische Centra
Use of the language laboratory in the Netherlands.
An experiment with several new types of secondary school.
Agricultural education — a study on methods.
Experiment in nursery school teacher training.

Pedagogisch Instituut, R.U. Groningen

Job evaluation exhibition.
Development and evaluation of programmed instruction in primary education and vocational training.

Pedagogisch Instituut R.U. Leiden

Action research on university audio-visual teaching-methods.

Pedagogisch Instituut, Katholieke Universiteit Nijmegen.

A comparison of matched groups of poor and good readers.
Examination of the specific incidence of inversion in cases of reading and writing difficulties.

Pedagogisch Instituut, R.U. Utrecht.

Development of a language test for children aged from four to six.
The psychological conditions determining the ability to learn to read and to learn arithmetic.
Compensation programme.

Pedagogisch-Didactisch Instituut, Universiteit van Amsterdam.

The role of the professional house-parent.
History of education in Israel.
Didactics of violin playing : a descriptive study of the initial stage.
The value of the Szondi test in the prediction of school results.

Psychologische Instituten " Heymans ", Instituut voor Algemene Psychologie, R.U. Groningen.

Composition of language attainment tests for deaf children aged from seven onwards.
The optimum number of alternatives in choice tests.
Adaptation of the California Psychological Inventory for use in the Netherlands.
Adaptation of Rosenzweig's Picture Frustration Test.
Internal consistency of tests and reliability.
Peculiarities of category scales.
The choice between equally attractive alternatives.
Preparing a mental discrimination test.
Construction of a scientific English vocabulary test.

Psychologische Instituten " Heymans ", Instituut vor Sociale Psychologie, R.U. Groningen.

Interpersonal relations in Dutch teacher training colleges in relation to their organizational structure.
Group structure and creativeness.

Psychologisch Instituut, R.U. Leiden.

Psychological study of development and adjustment of children with dwarfism and delayed physical maturation.
Diagnostics of mental deficiency and follow-up.
Classification and typology of mental deficients.
Mental development of hypothyroid children.
Decision model for school choice.
Processing unconfirmed information.
Probability concept learning.
Nature and diagnosis of humour.

The effect of remedial teaching.
The mechanical scoring of tests.
Technical school for slow learners at Leyden.
Standardization of the WISC for Dutch children.

Psychologisch Laboratorium, Universiteit van Amsterdam.

Structure, scoring, analysis and methodology of objective educational tests.

Factor analysis of memorizing ability.
Training in solving problems.
Conditional factors in activating stored knowledge.
Social intelligence abilities.

Pupil size, G.S.R. and psychological arousal.
Experimental neurosis.
Psycho-linguistic study in relation to transformational generative grammar.

Psychologisch Research Laboratorium, Vrije Universiteit Amsterdam.

Planning transitions to the next level of difficulty in subject adapted teaching programmes.

Identification of patterns experiment.
Manual control of slow-response systems.

Rijks Psychologische Dienst.

Codification of training and occupation.
Investigation into the selection standards used by the Netherlands Volunteers Organization (Peace Corps).
Test criteria for courses in programming.

Seminarium voor Massapsychologie, Openbare Mening en Propaganda, Universiteit van Amsterdam.

An experiment in measuring attitude change.

Stichting Onderzoek Leermoeilijkheden

Survey of educational methods used in Dutch schools for children with learning and behaviour problems.

Stichting Research-Instituut voor de Toegepaste Psychologie aan de Universiteit van Amsterdam.

Evaluation of educational and prevocational guidance given to the parents of children about to leave primary school, and of the validity of the methods adopted in testing the pupils.

Development of a school achievement test ,or primary school leavers.

Development of achievement tests for secondary schools.

Technische Hogeschool Eindhoven, afd. Algemene Wetenschappen, Groep Onderwijsresearch.

Tutorial assistance in university education.

Objectives of training courses in industrial engineering.

Thoenes, prof, dr. P.

The choice of a profession in the arts.

Universitair Instituut Vormingswerk Bedrijfsleven - UIVB.

Values in the industrial situation.

II. *Interdisciplinary Research*

Academische Raad, Commissie voor statistisch onderzoek.

Calculating the increase in the number of university graduates with special reference to supply and demand.

Sociaal-Geografisch Instituut, Universiteit van Amsterdam.

Primary education in Tunisia : expansion and environmental influences.

Bureau Onderwijsresearch en Studiestatistiek, R.U. Utrecht.

The process of the social integration of first-year students at Utrecht University.

Study behaviour of first-year students of mathematics and medicine : motives for the choice of subject and attitude and approach to study.

Leeuwen, drs. H. D.

Post-primary education in Surinam.

Ministerie van Justitie Wetenschappelijk Centrum van de Directie Kinderbescherming.

Provisions to be made for the education and treatment of minors placed under government supervision.

Pedagogisch Instituut, afd. Onderwijskunde en Schoolpedagogiek, R.U. Groningen.

Development of a history curriculum based on the need to effect greater continuity between the methods used in primary and secondary schools.

Stichting 'Landelijke" Bestuursraad Katholieke Sociaal-Pedagogische Opleidingen, afd. Wetenschappelijk Adviescentrum.

Classificatory study of training course for social workers.

Training in community development work.

TURKEY

PART I

GOVERNMENTAL ACTIVITIES

I. *Agency*

The Planning and Research Office of the Ministry of Education is reponsible for carrying out all research in the field of Turkish Education. This Office works directly under the Minister of Education. It does not have any executive function.

The Planning and Research Office was established in 1964 under the title of Budgeting and Planning Office, but at that time the Office did not have any research functions. Research functions were assigned to the Office in 1968.

The Planning and Research Office is currently establishing the internal organization in order to be able to carry out these new research and planning functions effectively.

II. *Working Programme*

At present, a working programme is in preparation. It covers the period between 1968 and 1972. The overall objective of the programme is to create a modern information and management system. This system will be made up of a set of sub-systems, all of which will need to be co-ordinated. The several sub-systems are :

(a) A records and reporting system

(b) The data processing system

(c) A storage and retrieval system

(d) Analytical system :
- Product design
- Research at various educational levels
- Annual programme, budget and project evaluation.

(e) Utilization system :
- Consolidated educational trend analysis
- Manpower needs
- Ministry of Education and State Planning Organization joint planning
- Ministry of Education internal plans for education at all levels

(f) Training system

III. *Training Programmes*

The training programmes for the personnel working in the Planning and Research Office include the following activities :

(a) 22 persons who have professional and linguistic competence will be sent to the USA to be trained in certain areas of educational research and planning. This training programme, which has already started, will phase out in 1972.
With this personnel a research and planning team will be established in the Research and Planning Office of the Ministry of Education.

(b) The team mentioned above will provide courses and seminars in educational research and planning for the personnel working at the different divisions of the Ministry of Education.

(c) Co-operation will be established between the Planning and Research Office and the universities.

IV. *Finance*

All the research activites of the Planning and Research Office will be financed from the general State Budget and the revolving fund of the Planning and Research Office.
The functions of the Planning and Research Office will be carried out in co-operation with the State Planning Organisation.

V. *Publications*

According to the programme covering the research and planning activities of the Office in 1968-1972, the results of the studies will be published in co-operation with the State Planning Organization. In this way, the results of the studies will be used in educational plans of the Ministry and the State.

VI. *Priorities*

Initially priority has been given to the establishment of an educational data bank system. In addition to this, research into the flow of elementary school leavers into middle schools, educational cost analysis and the productivity of educational organizations will also be given priority.